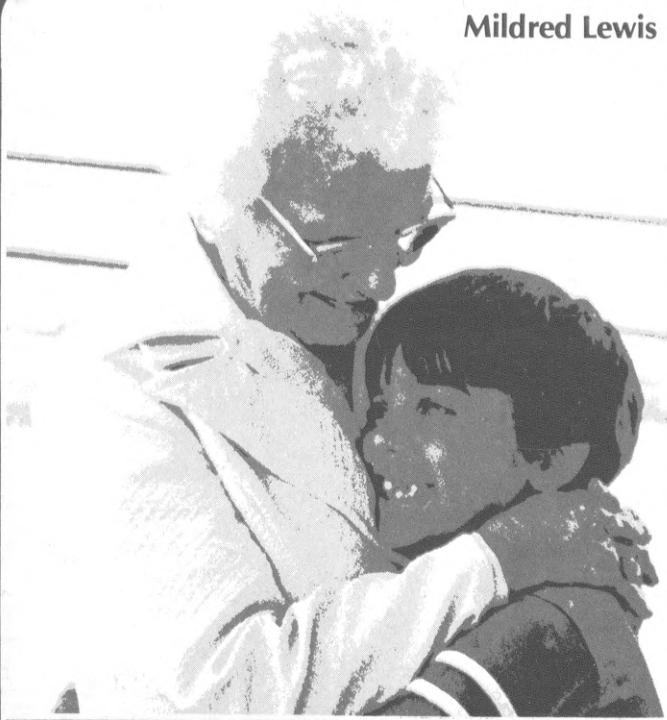


# THE DEAF AMERICAN

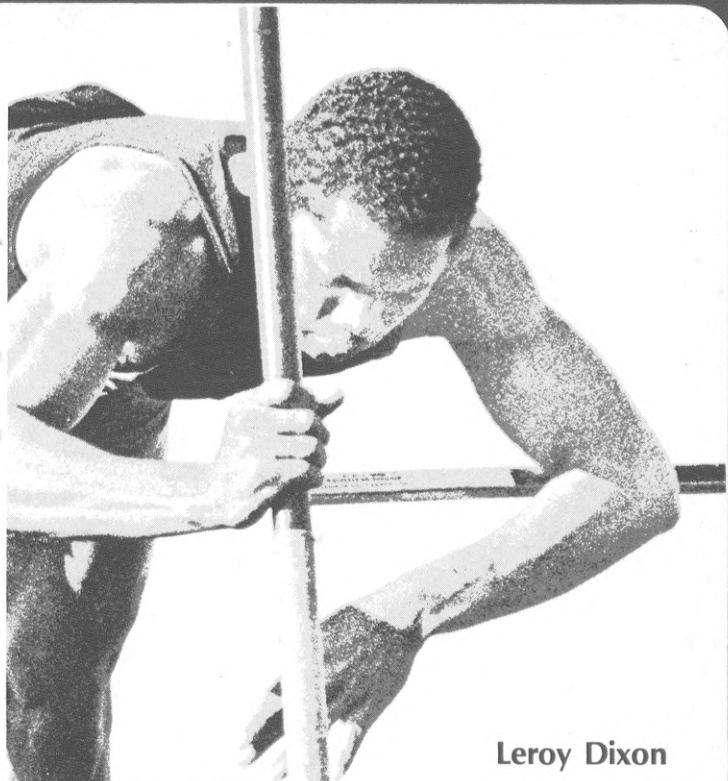
Vol. 34 No. 1

1982

Mildred Lewis



Leroy Dixon



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### **Cologne games results**

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**and more . . .**

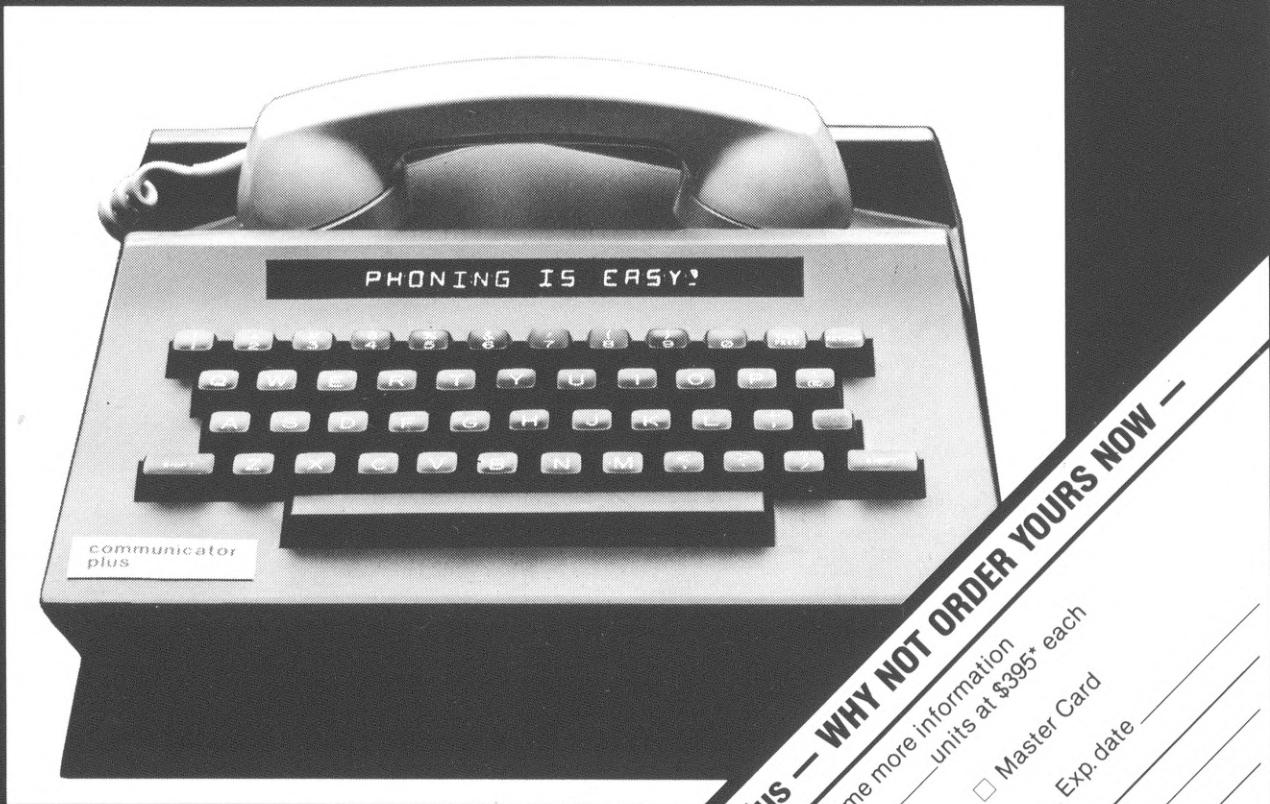


Joe Stevens

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# THE DEAF AMERICAN

Vol. 35 No. 1 1982



## COVER

YOU CAN DO IT IF YOU WANT TO. An 81 year old "adopted" grandmother learns to become a teacher in sign language at the Redeemer Lutheran School in Austin, Texas to her adopted grandchildren and gains their love and affection. As a senior at the Maryland School of the Deaf, Leroy Dixon won the State high school decathlon championship. He went on to win the "Deaf Olympic" Championship in Cologne, West Germany in 1981. Joe Stevens got his private pilot's license at age 16, the youngest of 56 deaf persons who became pilots.

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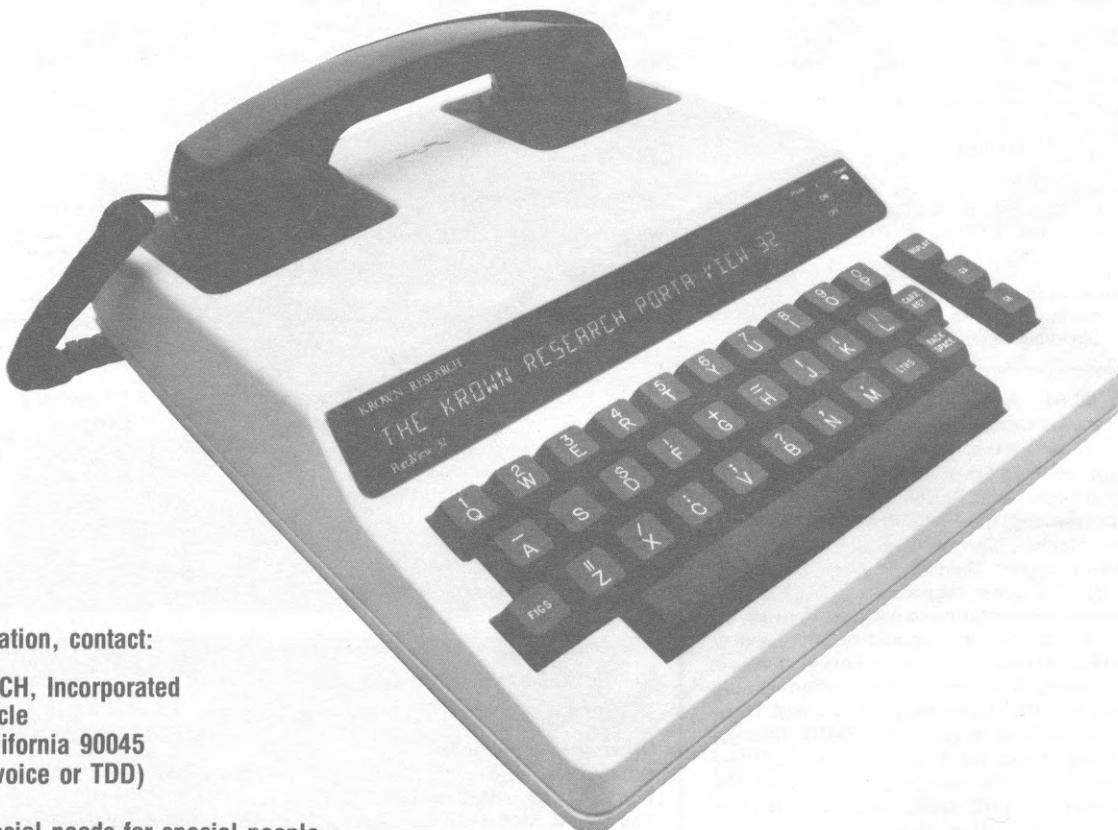
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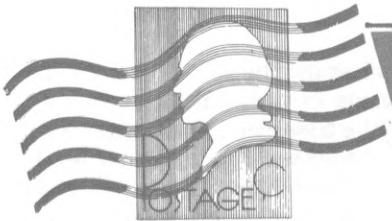
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## LETTERS TO THE EDITOR

### Dear Editor:

I have waited some time to write this letter until I "cooled off" about this subject.

I have worked with Deaf Persons most of my professional life. I have found these colleagues to be interesting, dedicated individuals. The friendships I have formed with deaf persons, like all my friendships, are the result of mutual interest and respect. I cannot imagine what it is like to be deaf, I do not play social worker or try to—I accept people. I hope they accept me with my own differences.

Mr. Mentkowski's article (Vol. 34, No. 6) had a message. The message was clear. Hearing people are all alike—incompetent, insensitive, exploitative. If there was to be any other message it was lost when the author resorted to the crudest form of argument—name calling. I resent being called a "hearie" or a honkie or a wop or a mick or any other slur you want to put on me. Slurs are classifications which deny individuality and are the hallmark of repression.

We are all the accidents of our birth—we have no right to use our talents to repress others and our differences should not be used to repress us.

The unusually high journalistic standards of *The Deaf American* were forsaken for the bitter report of an angry, bitter man. Mainstream society becomes only a fruitless wish when the repressee decides to become the repressor. *The Deaf American* has hurled insults at a group of people who cannot help their differences. The cause of integration has taken a giant step backwards.

Nancy O. Gentile  
Silver Spring, MD

### Dear Editor:

I read, with interest and appreciation, Tom Mentkowski's story in the last issue of *The Deaf American*. Then I passed the magazine on to a hearing colleague and just got it back. This jogged my intention to write a letter.

Such personal stories help people

understand deafness in the U.S. today. The deaf community is changing, just like other minority communities in the U.S. It doesn't matter if it is for better or worse, but it's important that we record these changes for posterity.

If you ever have time on your hands, please drop in to get acquainted and see what Goodwill has going for the deaf.

Eugene W. Petersen  
Indianapolis, IN

### Dear Editor:

It was with great pleasure that I read the article, "Why I Am What I Am," by Tom Mentkowski. Tom's parents must have been exceptional. How hard it must be for parents (hearies) to really know what is best for their deaf child. Do parents have the wisdom to ask deaf adults their opinion on education and schooling at a time when they are trying to find the right answers for their deaf child? I doubt it. Maybe Tom's experience can help other hearing parents to help their deaf children and save the child from what Tom went through.

One paragraph struck me as probably the most important part of the article. Tom says his family is "now after all these years" attempting to learn sign. He says his father is very proud of his skill, and Tom has learned to "encourage him as he did me when I learned to speak." What a beautiful attitude Tom has learned. We learn from love and correction and encouragement, not from anger criticism and disappointment.

How will hearing people learn unless people like Tom encourage, teach and love them enough, as Tom loves his family? The deaf world is comfortable for Tom, but maybe he can step out once in a while to "their" world and show them by his love and action that it should never be *them* and *us*, but *we*. Then maybe his next article will say "hearing" and not "hearie".

I hope to see other articles in *The Deaf American* written by Mentkowski.

Mary Ann Sullivan  
Natick, MA

### Dear Editor:

I'd like to comment on the remark by M.J. Bienvenu during the interview on communication (Vol. 34 No. 7). When she was asked about her attitude toward oral deaf people, she mentioned that she wouldn't feel comfortable communicating with "speakers", since they feel "speaking" is superior to signing. Additionally, she mentioned that anyone has to remember that many oral deaf people are sent to oral schools, not only by their own choice but because of their parents' misguidance.

I reacted to these statements with bitter resentment, for Ms. Bienvenu didn't take the time to get her thoughts together to express her feelings about deaf people from different walks of life. Inappropriate words were selected by her to mention that parents are misguided in sending their children to oral schools. Children are sent to oral schools with every hope they would be able to communicate very well with, not only the family but with the society without any restraints. Parents would like to see them obtain the very best education possible, despite long, hard hours of speech-lipreading training. Parents would also like to see them develop to be productive, well-rounded adults who are able to gain self sufficiency in the fast ever changing world.

I would bet that many of these deaf oral people are able to communicate and express themselves freely in many hearing situations and to get more out of their lives than those who use more sign language due to less restricted mode of communication. Those with restricted speaking abilities still have to write things down to get the idea across, thereby restricting their ability to express themselves freely.

I really do feel that an oral school has provided the best education possible as a wide variety of outside world experiences have always been provided, and each child is taught, not only to be well disciplined, but to be an independent person. The child is also taught to assume various risks and responsibilities in life and to handle them in a rightful manner.

If I didn't go to St. Joseph Institute for the Deaf to learn how to speak, I wouldn't have gone to public Junior High and High Schools, University of Arizona (as an undergraduate), and Purdue University (as a graduate). Because oralism has enabled me to gain more out of my life, I have the desire to go up on the ladder to gain independence in the ever-changing world and to obtain the best communication possible with people from different walks of life. I am now a graduate student working on a Master's in biomechanics at Purdue, and I hope to do some research with computer programming that would give signals to the muscles of the handicapped person (paraplegic or quadriplegic) to function, exercise, and possibly get around.

So, all parents should deserve the credit for sending their children to oral schools, thereby guiding them to the right path of life. I know that some things fail while the children are in school, but in the long run they get very much of what they've put into during the hard efforts of learning to speak. They also deserve special gratitude for their special interest, love, and guidance for the well being of their children.

Laurice Dee  
West Lafayette, IN

#### Dear Editor:

I just finished reading Tom Mentkowski's article which recently appeared in *The Deaf American*. In this article he said "Don't criticize me for what I am." This is a reasonable request. I would like to ask something of him in return:

Stop calling me "hearie." You would highly resent, and rightly so, being called "deafie." When you refer to me as a hearie I think you are deliberately being rude to me. I fear you will sign to your deaf friend too quickly for me to grasp, "That woman? Understand zero." We cannot work together under those circumstances. I cannot ask you what goals you have and how I can help you reach them when you label me this way.

When you choose to do so, you make me welcome in the deaf community. As I learn more ASL you allow me to participate to a limited degree in the deaf culture. I do not expect to enter the very core of deaf culture. I cannot, I am hearing. Because I am hearing you sometimes choose to shut me out and I suffer from the intolerance of misunderstanding, I feel inferior and inadequate. You are familiar with those feelings. Let's not do that to one another any longer.

If my hearing friend and a couple of my deaf friends get together why do you expect me not to interpret all you are talking about to my friend who doesn't sign. She is not with us because

she dislikes us. She is with us because she wants to know all of us better. When the tables are turned, don't you want everything interpreted for you? Can't you understand? We want to be friends. Hearing, deafness are not the issue.

Deaf children must learn English. It is the language of this country. Why aren't these children being taught to take pride in the fact that they are growing up as bilinguals. They need your advocacy. What a pity so many bright deaf people waste their time protecting their language rather than advancing its use.

I feel if more deaf adults felt pride in the enormous accomplishment of learning two languages some of the built in prejudice toward hearing would begin to dissolve and we all could more quickly and thoroughly begin to change attitudes and learn to fully accept one another. Many hearing people today want to achieve bilingualism too. Please don't continue to ridicule hearing people for not learning your language, for gulping air, for not knowing to use our faces, eyes, bodies to facilitate communication.

Thinking, hearing people want deaf people to be successful at this business of living. They feel no hostility toward deaf people. They are no longer afraid of deafness. They want deaf people to stop being so protective of themselves that we can never bridge the gap that was created in the past by misunderstanding on both parts.

Delores Baer  
New Philadelphia, OH

#### Dear Editor:

Thank you for reprinting the Buff and Blue interview in the "In Communication" section of the *Deaf American*; however, there is an error which I feel significantly changes the original meaning of two answers. The word "heafie" was changed to "hearie" both times, and I feel this will hurt my reputation, both personally and professionally.

For this reason, I demand that you reprint those two questions and answers in the next issue of the *Deaf American*, with an Editor's note, apologizing to me, Ellen Beck and the readers for her error. I will also like to add in the errata the definition "Heafie" as: "a hearing-impaired person who

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thinks s/he is hearing, prefers the hearing culture, and does not accept the norms, values and behaviors of Deaf culture." All that should be printed in the very next issue of *Deaf American*.

Thank you for your attention to this matter. Sorry it had to happen.

Martina J. Bienvenu  
Bladensburg, MD

**Ed. Note:** In proofreading copy for *The Deaf American*, we assumed that "heafies" was a typo and corrected it to "hearies" in the absence of any explanation in the text. I am delighted that Ms. Bienvenu has written to enlighten us with a definition of "heafie".

When a person or group makes up their own words, however, and then demands an apology because other people misunderstand, we cannot oblige. For some slang terms in ASL, there is no verbatim translation in English. It is helpful, when such concepts are introduced in the English mode, to provide an explanation for readers.

This is not to say that the fairly-common sign for a deaf person who thinks/acts like a hearing person ("hearing" on forehead) would be misunderstood in conversation. But to arbitrarily decide that the verbatim translation is "heafie" in the English mode, and to expect readers to magically know that seems unrealistic. Below are the two questions and answers Ms. Bienvenu refers to:

#### When was your first sense of the Deaf community?

I was born to Deaf parents and all my life I have associated with other Deaf people. When I was a child, I often accompanied my parents to Deaf clubs in Baton Rouge and New Orleans. I attended picnics, parties, rodeos and many activities held by Deaf people from "babyhood" to adulthood. Of course, I have met many "heafies" but I don't usually associate much with them. I knew from the start that we were a group and I never felt handicapped. I felt that we were a community. I had and have hearing neighbors and teachers, but usually I see these people as those who don't understand us. They are the majority group; I recognize this, but what's the difference? They say we cannot do things, I say they cannot do many things too. I simply grew up in the Deaf

community; I got my values, education and rules of behavior from my family and my school.

You have been at Gallaudet since 1969, what kind of changes have you seen?

Changes??? Plenty. New buildings that's for sure! Students now come from different backgrounds. There are more multi-handicapped students and new programs to serve them. There are more teachers unskilled at signing than before (more specifically unskilled at communicating). The best thing I have noticed lately is that more Deaf students are aware of their own language—ASL and their own culture—Deaf culture. When I first came here, I don't recall ever seeing anyone discussing ASL. We were more worried about oralism vs manualism. Actually those are just old names. Presently we say the same things with different names—Deaf or Heafie; ASL or Signed English. Another change I've noticed is that more students are asking me for information on ASL. They ask me why teachers don't allow them to use ASL; they ask me if they are wrong to use ASL; if ASL should be used only for parties. It thrills me when I hear that students are beginning to have more rap sessions about ASL and are more and more aware of ASL as a language. Once a student asked me to define ASL after her teacher asked her to do that. I told her to go back to her classroom and ask the teacher to define English. I then asked the student if she could define English. She was stunned. She couldn't. I found out later that her teacher couldn't either. That reminds me of another story where I started a new semester with my Sign Language class by asking if any of them could define English. All seventeen of my students were hearing, native speakers of English. Not one of them could define, explain or answer that question. They said they just speak English, and they thought I was being silly to ask them that question. Well, the point is that teachers here do ask students to define ASL.. .

#### Dear Editor:

I want to respond to Mel Carter's article in the *Deaf American*, "The Circle." Finally, I have found someone who is able and willing to state the

problem in reasonable terms—the occasional problem of control of communication between deaf and hearing persons by a hearing person who knows sign language well.

Since I started my job working with the hearing impaired support services here, I have found myself in plenty of hot water from time to time and have been seen by some as having a negative feeling toward interpreters. On the contrary, in spite of some differences of opinion, I am the first to admit a large part of my job depends on the skilled interpreter staff that works here. I see the interpreter movement as doing to the deaf community what the printing press was to the larger world, opening vast new areas of learning, activity and interaction.

However, as a hearing impaired person who came into the deaf world uninitiated, this atmosphere of control was perhaps the primary cause of culture shock for me. And, I have been struggling with it ever since, trying to separate the confining, degrading situations from the basically fine intentions of the people causing those situations.

Some of what I found seems to be a defensive feeling among interpreters, that they are sometimes used, taken advantage of, and not respected. Similar complaints have come from deaf people. What is respect anyway? Obedience? Unconditional acceptance of behavior? Of ideas different from your own? Maybe NAD could define for deaf people what the job is and isn't, what we have a right to expect and what they can expect from us. Sometimes an interpreting situation seems like a case of tail wagging the dog.

Another point you made, that sometimes hearing people enjoy thinking they have better American Sign Language than deaf people, has baffled me too. If a language is a verbal expression of a people, a culture, how can someone who is not a part of that culture use the language "better" than the members of the culture? Sometimes it may be more beautiful, more organized, more rational, according to the larger culture—but more effective as an expression of the culture? I doubt it.

Anyway, thanks for that article. It made my day.

Carol Holm  
Minneapolis, Mi

# REFLECTIONS: Past, Present and Future Outlook

by T. Alan Hurwitz

T

Two years have passed so swiftly since I was elected President-Elect of the NAD at the Centennial NAD Convention in Cincinnati, Ohio. These two years have been a great learning and growing experience for me. Having had the good fortune to serve on the Executive Board under the leadership of President Gertie Galloway, I have been able to observe, reflect, deliberate and develop plans for my administration.

#### Current Issues

It is nothing new to say that we are faced with many critical issues and concerns that affect the quality of life of deaf people. Inflation is still increasing and unemployment is becoming critical. The national budget priorities are shifting to defense, which places human services and entitlement programs low on the totem pole and, possibly, into block grants. It is good that individual states will assume greater responsibility for handling these programs, but I am concerned about whether they can do an equal job in serving their constituencies with less funds from the Federal government. How are the priorities for services to deaf people being placed among other programs and services in different states?

Our civil rights may be watered down. The Department of Justice and the Interagency Commission to Deregulate Federal Laws, headed by Vice President Bush, are literally dismantling our civil rights. It has been proposed that deaf people may receive interpreting services on a needs basis only and that they may have to pay for it themselves. What is happening to the civil rights of disabled people in this country? Are we facing a backlash in the disabled community?

Our TV accessibility is under scrutiny by several leading TV stations. CBS has steadfastly refused to join in the Line 21 technology while experimenting with their own Teletext system. They have not made a commitment to captioning prime TV entertainment programs once the Teletext is on a national market, although they have the capability to do so. We do not know when Teletext will be ready for captioning of TV programs nor how much it will cost. NBC began to withdraw from the Line 21 programming,

but due to pressure from the deaf community, they backed off. However, they did cut the captioning services by almost 50%.

In a recent panel discussion with TV general managers from local ABC, CBS, NBC and PBS stations in Rochester, New York, all of them said that the bottom line is *money*. It is a very expensive project, all of them agreed. If it is too expensive, does this mean that if and when the teletext system is on the market, the cost will be a dominating factor in determining whether TV programs will be captioned? Must we continue to suffer and wait indefinitely until the economy is better for everybody? Must we swallow our pride and return to the dark ages? No one can expect us to rescind our basic rights and progress! We know what it is like to watch captioned programs and we love it. Are we going to be submissive and let the capitalistic industries dictate our lives? Do we have right to a public service? What should we do about it?

The Architectural and Transportation Barriers Compliance Board (ATBCB) was nearly abolished by the Reagan Administration, but thanks to the pressure from the disabled community and many of our friends, it was extended for an indefinite period of time. When will it be challenged again? Are we ready with definite alternatives to safeguard the right of the disabled community? Although the ATBCB was charged with the responsibility to relieve barriers related to communication problems of hearing-impaired people, what is now being done to remove these barriers? Do we want more TDDs in public areas, e.g., telephone booths, airports, train stations, bus depots, department stores and agencies? What are the effective strategies to influence public places to purchase TDDs which are really inexpensive, as they can be purchased with a one-time payment? What about public information for hearing-impaired people at airports and other places that put a high value on auditory channels?

Unemployment has a tremendous impact on deaf people who often have no recourse to get help to apply for welfare payments, SSI and other public assistance. The problem is that the entitlement programs are being seriously examined for possible cutbacks or elimination. Interpreting services may not be funded. Who will pay for their

services? Where will less fortunate deaf people go for help? NAD must recognize and accommodate deaf people who need help.

A paradox is occurring in the deaf community. Deaf people are divided in their views and are fighting against each other on various issues. TV accessibility is one example. A variation of Sign Language systems is another. The disabled community is not united and supportive of each other. Government people insinuate we are off their backs, when we fight among ourselves. I believe it is healthy for us to disagree and debate with each other, but do we have an effective mechanism for filtering or resolving our differences and standing unified when we meet with government people to discuss our mutual needs?

#### **NAD Goals**

With hindsight regarding problems, issues and concerns faced by the deaf community, we must look forward. We must determine the long term goals of the NAD and decide how we may resolve the critical problems deaf people face in the larger society. I am proposing that the following eight mission statements be established for the NAD to guide the administration in its effort to address some of the related problems in 1982-1984.

#### **Full accessibility**

We must focus on program accessibility and resolve attitudinal and communication barriers. TV accessibility, TDDs in public areas and use of sign language are high priorities for 1982-1984. We must recognize and accommodate deaf people with special needs, e.g., Deaf persons within minority groups, Deaf women, Deaf persons with additional disabilities, and Deaf persons who are educationally disadvantaged.

#### **Full participation in citizenship**

We must advocate civil rights of, and equal opportunities for, all deaf people. This includes preserving and upgrading the current regulations of 504. We must foster NAD's interest in the law of the land and politics.

#### **Quality of education for all deaf persons**

We must continue the development of Youth Programs, e.g., Jr. NAD and NAHICS. We must advocate for the improvement and expansion of educational opportunities for deaf people.

We must support parent education and help parents to be well informed about all educational options for their deaf children. We must encourage upgraded quality of teacher training programs and appropriate certifications.

#### **More employment and increase of work mobility**

We must advocate for the improvement and expansion of employment opportunities for deaf people, including upward job mobility.

#### **Quality of human services**

We must advocate for the quality of interpreting services, particularly in the sign-to-voice mode. We must preserve and expand rehabilitation and social services, including mental health and other professional services, for deaf people.

#### **Flexibility in communication modes**

NAD is a strong advocate of the Total Communication philosophy, which means that each deaf person should be free to choose the best communication method for himself/herself. We must maintain an open mind about all different communication modes and preferences of deaf people.

#### **Greater awareness of deafness and deaf people**

We must promote greater public awareness of deafness through media dissemination and training programs. We must dispel every paternalistic tendency displayed by some individuals due to attitude problem or lack of understanding about the capabilities of deaf persons.

#### **A state office owned and operated by the deaf for deaf people in each of 50 states**

We must advance consumer advocacy and leadership among deaf people. We must strengthen state and local organizations of the deaf. We must promote positive cooperative working relationships with all other national organizations serving the needs of deaf people and other disabled people.

#### **Future Issues**

Looking ahead, we must ponder the real issues of the NAD and tackle the difficult problems in the larger society. First, we are faced with serious fiscal constraints. We need funds to accomplish our stated goals. It costs money to implement advocacy and service programs. Federal grants will be

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harder to obtain and maintain. There will be stiff competition with other non-profit organizations for funding from public foundations and private sectors. Individual contributions will be limited because of the new tax laws which place more emphasis on investments and capital restoration. We must create new ideas to generate a more aggressive fund raising campaign for the NAD.

Our sales and other sales products need to be re-examined. We must expand our market to untapped sources, e.g., schools for the deaf, public schools for hearing and deaf students, hard-of-hearing populations, senior citizens, and other agencies.

Second, our membership remains to be considered. We must strengthen our membership and involve more deaf people from local areas in the leadership of state and national organizations.

A task force on Talent Search will be responsible for identifying potential untapped leaders from local and state areas to serve on NAD committees and to run for future NAD board seats.

Third, we must continue to expand the public relations of the NAD. We are making nice progress with our publications, the *Deaf American* and *The Broadcaster*, but we must expand our subscription list so that these fine publications will reach larger readership. We must continue to dispel negative images and myths about deaf people, and find ways to effectively utilize our public relations for our fund raising campaigns; they are not mutually exclusive.

Fourth, we must develop stronger working relationships with other national organizations which serve the needs of deaf people and other disabled people. We cannot afford to function alone. Our number is too small to have sufficient clout on political and legislative matters. Government officials and politicians tend to shy away from us when there is infighting among us. We have more to lose by splitting among ourselves. True, we have differences and are unique in our own ways, but there is a great deal of common ground for all of us to work together.

Fifth, it has been 26 years since the 1956 Fulton Tontine, when the NAD was reorganized into a federation of State Associations of the deaf. I believe

that we did a good job in this respect, but the goal was only partially realized. We still have more work to do; we must focus on strengthening local and State Associations. Some State Associations are doing well, others are beginning to move on, and still others need help. I am proposing that we set up a second Tontine conference and invite leaders from local clubs and State Associations to meet with NAD leaders to discuss ways and means to complete the NAD conceptual structure. In a real sense, local clubs and organizations should be the cornerstone of the NAD framework. Thus, each State Association becomes a body of local constituencies which lead to the federation of State Associations. Local deaf people must be in the front line as they are directly affected by local programs and services which are often funded by their respective states through block grants. The identification of problems and recommendation of resolutions to their respective State Associations and to the NAD.

#### Closing

As I assume the role of presidency, I anticipate my term with enthusiasm, readiness and anxiety. I do not believe that I could have been involved in so many activities during the past two years without the understanding and support of my family and coworkers at NTID. As I prepare for my active role as President of the NAD, I feel very fortunate to be allowed by my superior, Dr. William E. Castle, Vice President of Rochester Institute of Technology and Director of NTID, to be associated with his office for the purposes of professional growth and development. I will participate in external affairs pertinent to NTID, including observation and involvement in deliberation with the Department of Education, the Office of Management and Budget, the Senate and House Subcommittees, and contacts with key members of Congress.

Because Dr. Castle and I will serve as the respective presidents of the Alexander Graham Bell Association for the Deaf, and the National Association of the Deaf, we will work together to foster better relations among organizations of and for the deaf.

I will depend on each of you, board members and staff members, and others from local and State Associations to help us to be committed and to achieve the goals that have been set

forth for the next two years. I promise you, though it will not be a bed of roses, it will be a rewarding experience for all of us. I expect us to work together toward common goals. We need each other if we want to make progress in the deaf community development.

I'd like to close with a motto which I picked up from a poster in New York City . . . "Let's solve problems, not fight them." We can do it by keeping an open mind about differences, options, preferences and choices. Once this initiative is established, then we can open up communication lines for the negotiation of support from other organizations and agencies. We must be reasonable within our expectations and we must be proactive in our deliberations with others. We cannot solve problems overnight; but we can become stronger by working together and with others in reaching our ultimate goals.

As I progress through the next two years, I look forward to meeting with each of you in a variety of meetings: leadership training workshops, state associate conventions, regional conferences, other national and international meetings.

God Bless You All. ■

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# Reading speech in real-time print: Dream or Reality?

by E. Ross Stuckless and T. Alan Hurwitz

## Let's imagine!

Let's imagine for a moment that words came out of peoples' mouths in print at the same time they came out as sounds. We could read in printed English exactly what other people were hearing as spoken English, and at the same moment the words were being said. The deaf child could see in print exactly what his or her brothers were hearing as speech. We could even read the radio!

We're talking about an imaginary world of course, but it may be closer to reality than we think. And this time, deaf people may be the first in the world to apply a new space-age technology, to be able to read speech as print almost instantly, in "real time", and in ordinary conversation.

But don't run to your local "space-age technology" store and ask for a real-time speech-to-print converter. The clerk won't know what you're talking about. He may think you want a pad and pencil, and he won't be far off because pencil and paper is about as close as we've come to a practical real-time speech-to-print converter up to now. For many of us, the pad and pencil will remain indispensable for years to come.

We do not want to raise false hopes in this article that real-time speech-to-print, or "real-time graphic display (RTGD)" as we shall call it, is just around the corner for everyday use. What we want to do in this article is to describe the present "state of the art" and to describe the first application with deaf students. We hope this article will give you a better understanding of what's happening.

## What's happening?

Early this year, newspapers and television carried a story about the

Supreme Court allowing for a deaf attorney to read, on a television screen in the courtroom, exactly what was being said at the moment it was being said.

Also early this year, the National Captioning Institute NCI, the ABC television network, and PBS, began to present the evening news with "live" closed captions for deaf viewers in certain parts of the country. For the first time, many deaf viewers now are able to read the captioned news at the same time their hearing neighbors are watching and listening to it.

And early this year, 13 deaf students at NTID, enrolled in two regular undergraduate courses in business and psychology, began to read lectures word-for-word on a television screen in the classroom while their hearing classmates were listening to the same words. This would not be remarkable if the lectures were on captioned videotape or the professor was reading from a text, but this was not the case. These were regular lectures, presented by regular professors using their normal vocabularies, and speaking at their normal rates of speed. Question and answers by students were also displayed word-for-word on the screen. In short, this was a live classroom situation.

Nor was this a single "one-shot" experiment. As we write this article, seven hours of spoken lectures are being presented to deaf students in real-time graphic display each week. This week alone, over 35,000 words were converted live from speech to print for deaf students to read. This would amount to about 80 pages in an ordinary college textbook. Yes, teachers do talk a lot!

## Computer translation of speech into print

These three developments outlined above, all of which have occurred within the past few months, are possible because of recent advances in computer hardware and computer software.

For many years there has been interest in being able to talk into a computer, have the computer recognize peoples' voices and "understand" what they are saying. In computer jargon this is called "automatic speech recognition."

In a limited way, fully automatic, computer-based spoken "word" recognition is a reality today, and there are a number of these systems on the market (Doddington and Schalk, 1981). But there's a catch. They are limited in the number of words they recognize, they must be "trained" to recognize the words of each speaker, and the speaker must speak very slowly, pausing between each word. These are more accurately described as "word" recognition systems than "speech" recognition systems. Unfortunately this is not how most people speak.

What's the problem with automatic speech recognition? A basic problem is that unlike writing or typing where we put a space between every word, indicating the beginning and ending of every word, people blend or "co-articulate" words together when they talk. To understand ordinary speech (and normally we talk at between 100 and 200 words per minute), the com-

puter must be "intelligent" enough to recognize not just individual words but English language and its grammar. This is not a simple task.

What are the prospects for the completely automatic computer translation of spoken language into print? We quote from an article by Dr. Robert Houde in the September issue of the *American Annals of the Deaf* called, "Prospects for Automatic Recognition of Speech:"

*For at least 40 years, the same answer has been given to the question: When will automatic speech recognition be achieved?" The answer has always been "in 10 years." At this time, there does not appear to be good reason to shorten this traditional estimate (p. 572).*

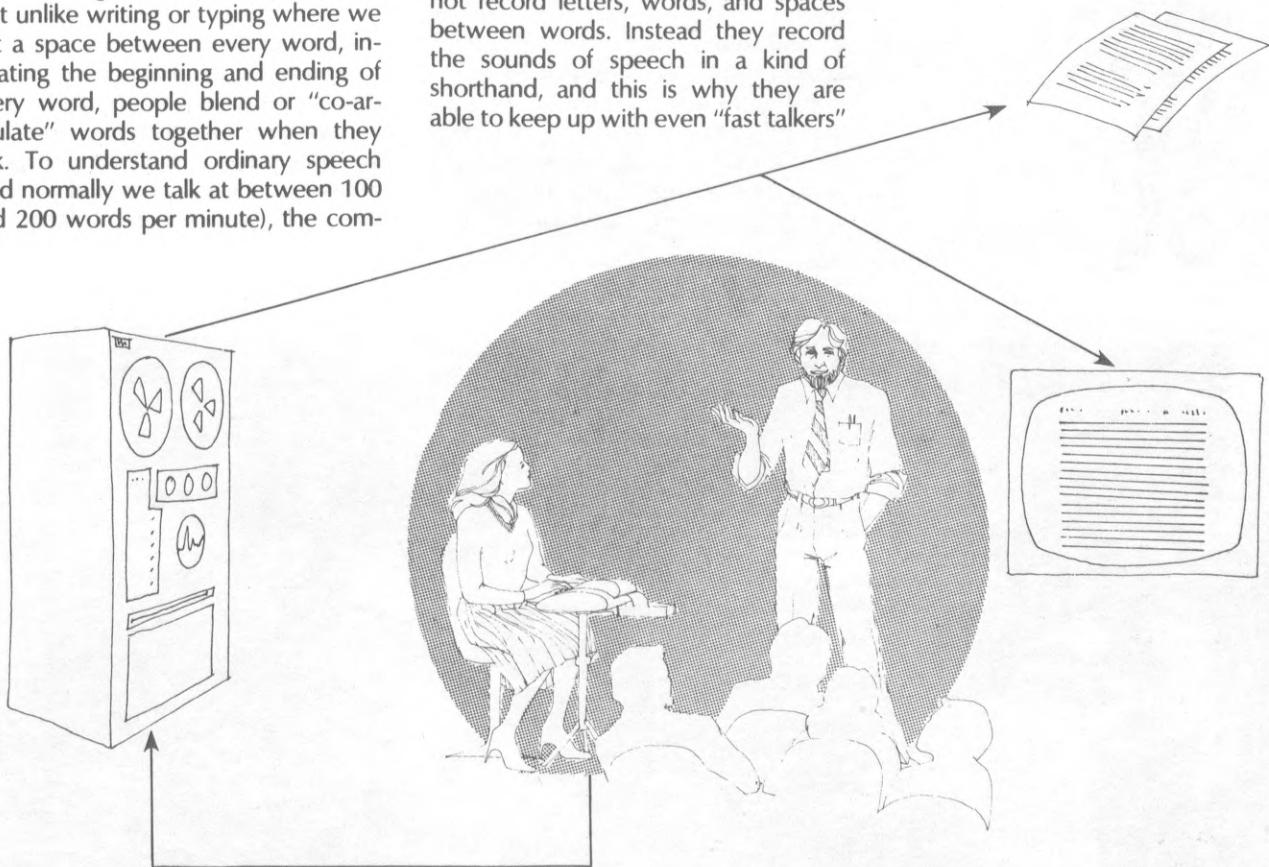
### What's new?

Instead of waiting for the computer to do the whole job automatically, we're making it "semi-automatic" by lending it a "human ear," a professional stenotypist. Many of us have seen stenotypists at work as court reporters, sitting at a small machine with 23 keys, and about one-half the size of a typewriter. Stenotypists record the "sounds" of spoken language. They do not record letters, words, and spaces between words. Instead they record the sounds of speech in a kind of shorthand, and this is why they are able to keep up with even "fast talkers"

for several hours without a break. Jeanne Matter, the stenotypist on the NTID project is a registered professional reporter (RPR) and can record at 225 words per minute. This speed is considerably faster than most people talk, and much faster than anyone can type on an ordinary typewriter.

The sounds which Jeanne enters into her machine are then sent to a computer and to its special "dictionary" where the sounds are sorted out and matched with correctly spelled English words. These words can be stored in the computer, to be printed later on paper, or sent immediately to a television screen and shown as printed language similar to captions, or in the instance of NCI, as captions themselves. All this can be done almost instantly. At NTID we are finding it takes less than three seconds from the moment a word is spoken by the teacher until it appears on the television screen. This is as fast, or faster than an interpreter can sign the same word. And that's fast!

The system looks something like this:



## **History of the system**

The system itself is not new. What's new is its use for converting speech to print in real time for deaf people to read. The idea for the system actually goes back to around 1960. At that time, IBM began to explore linking together stenotype (the shorthand used by steno-typists) with a computer

and a special computer dictionary. IBM was aware that automatic speech recognition was a long way off and saw this as an intermediate step.

Later in the 1960's, the Central Intelligence Agency picked up on the idea, not for use in real time, but for rapid conversion of audio-recorded speech into "hard copy" for reading on paper, saving a lot of typing time.

In 1978 another company, Translation Systems, Inc., of Rockville, Maryland, acquired the system. As the cost and size of computers became smaller, this system began to be used in courts around the country to assist court reporters in having their "steno" notes typed quickly and automatically. There are other systems available, but this particular system, called "TomCAT," seemed most easily adapted to use with deaf persons. This company added captioning refinements to the system that led to its introduction with deaf persons early this year.

## **Efforts to put real-time graphic display in the classroom**

NTID first became interested in such a system over 10 years ago after reading about what IBM was trying to do. In 1970, we invited representatives of IBM and Stenograph, Inc., manufacturers of the steno machine, to NTID, to explore the classroom use of such a system. Unfortunately neither computer hardware nor computer software was up to the task and the development costs for the system we needed were beyond reach. We decided to wait for technology to catch up with

our need, and now we think it has.

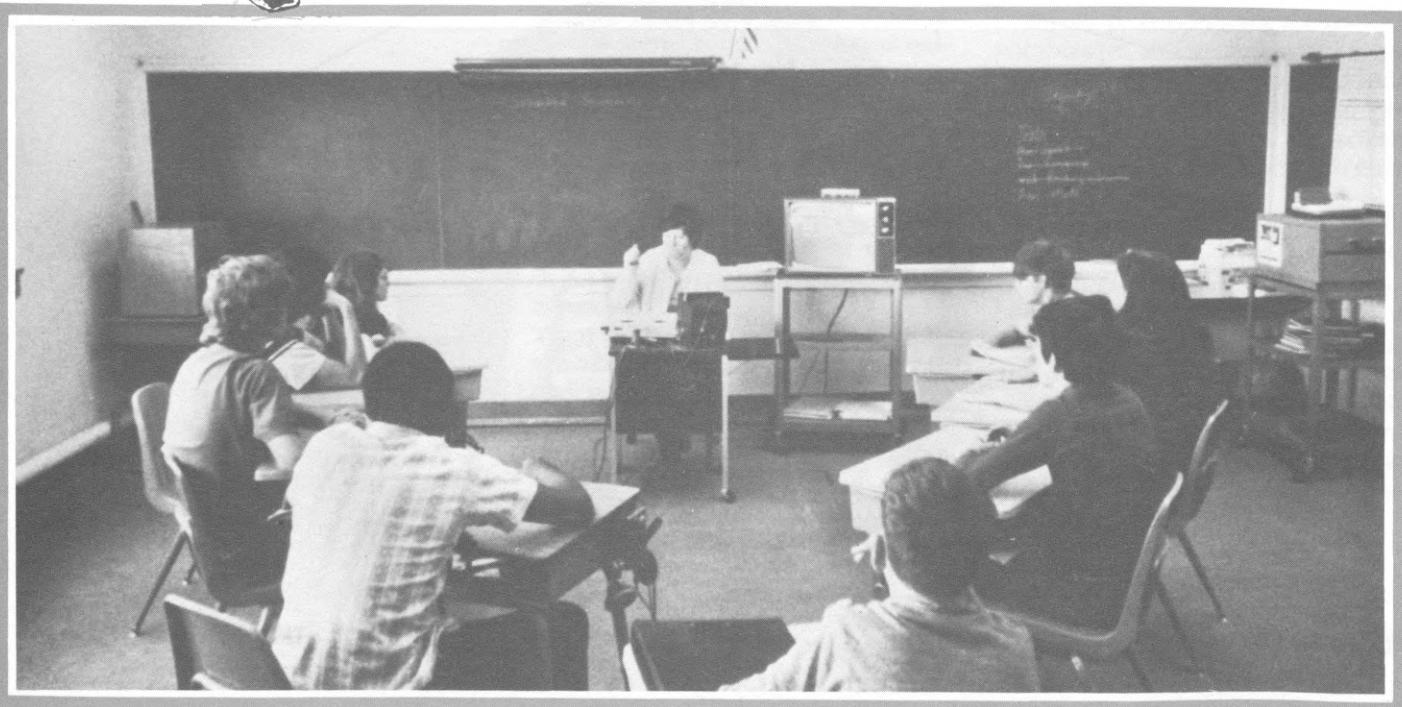
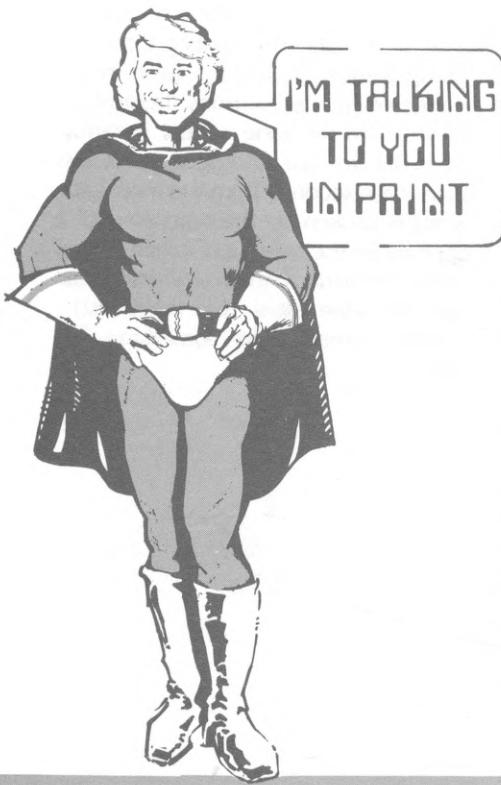
In the meantime, research at NTID in the late 1960's and early 1970's had convinced us of the value of print to our students. For example, deaf students in "mainstreamed" classes at RIT found the textbook and good notes at least as important to them as the interpreter and the tutor (Stuckless and Enders, 1971). We set up the first formal notetaking system for deaf students in regular classes in 1968 to record classroom speech for students to review later.

But this didn't allow real-time graphic display. In 1972, we placed a high speed typist, a computer keyboard, and a television screen in a mainstreamed RIT under-graduate class. This proved unsatisfactory. The typist couldn't begin to keep up with the professor's rate of speech, and what she was able to type in real time was of little value to the deaf students.

We then said, "What would happen if the teacher talked and typed simultaneously (a variation on Total Communication) for students to read?"

This was tried as a pilot project in 1974 in several classes at the Rochester School for the Deaf in self-contained classes of younger deaf students.

This approach depended on the teacher being a fast typist, but at least permitted the teacher to adjust his or her speaking rate to typing speed. In the pilot study at RSD we also put a terminal at the student's desk so he or she could type for the teacher and



classmates to read in real time. But because this system depended on typing, it slowed the class down and was used mostly for English teaching. Also it didn't seem to be much of an improvement over the blackboard or overhead projector. The major finding from this work at RSD was that the students seemed to like it.

Another time, we tried to audiotape lectures at RIT, type them up and distribute the lecture text to deaf students within 24 hours. For a variety of reasons this didn't work either.

All this time, research at NTID and in other places continued to point to the importance of print in communicating to deaf children and adults. Much of this important research was conducted by deaf people working on their doctorates. For example, Dr. George Propp (1972) compared print with other modes of communication in the classroom, and Dr. Malcolm Norwood (1976) examined caption print and interpreting on television.

#### The first practical classroom application

Late in 1981, NTID leased a computer (AM J-500) and the necessary software from Translation Systems, Inc., and acquired the full-time services of a certified stenotypist.

While we acquired the system for further research and development, we knew that we would learn most by using it in live classroom situations.

We selected two third and fourth year undergraduate RIT courses, each with five or more deaf students and about 25 hearing students. To avoid

any risk to the deaf students, interpreters and tutor/notetakers continued to be provided in these classes. The RTGD was an addition, and not a substitution for these services, which will continue until both we and the students are satisfied with the system. Nor do we expect the system to be useful in all courses or with all students.

The system was used throughout the last two weeks of the winter term in both courses, and throughout the spring term in two other courses, each with five deaf and about 15 hearing undergraduate students.

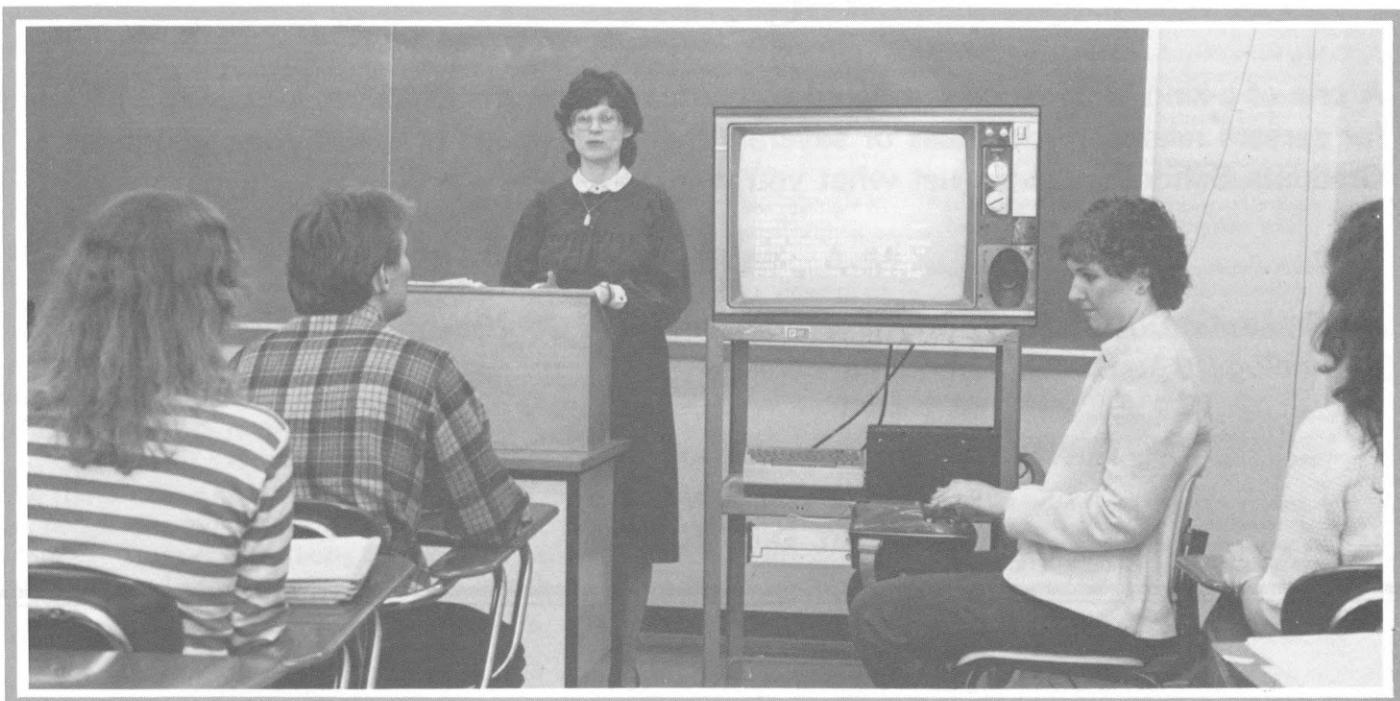
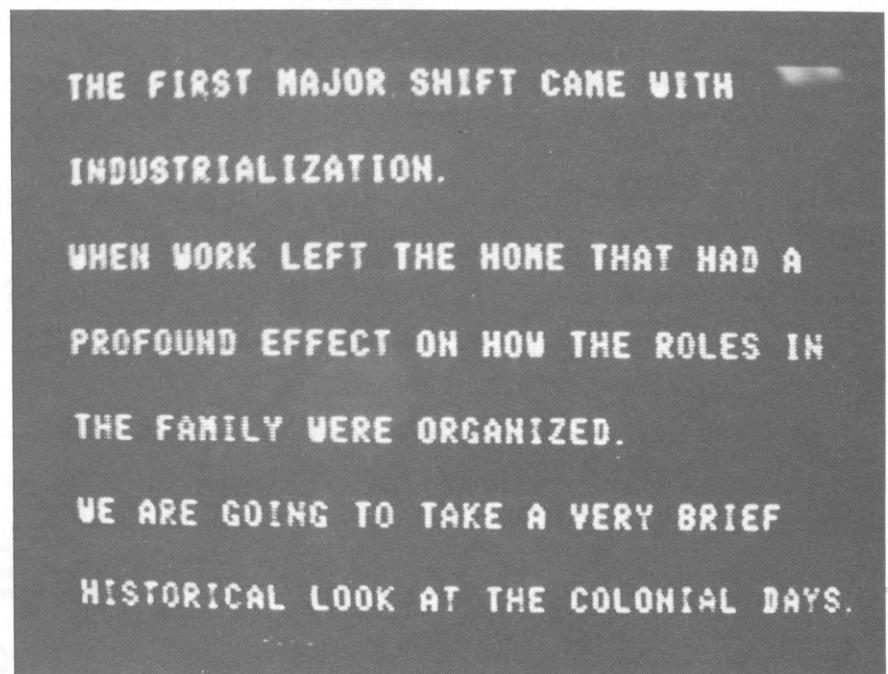
#### How it works in the classroom

The principles of the system were described earlier in the article. The

stenotypist sits in class, records the speech of the professor and students, and this is displayed in print on a television screen in front of the students, all within about three seconds after the words are spoken. The display looks like this:

Words appear at the bottom of the screen and the lines move upward. A word or sentence can look away from the screen to focus on the instructor or to take notes, and look back at the screen to catch up on the print.

While this is happening, the words are also being stored in the computer. After class, these words can be typed automatically by the computer printer and the student can walk away with





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the complete unedited text of every word spoken in the class. Another option is for the stenotypist to sit down at the computer keyboard after class and correct any errors (and as we shall see, the stenotypist and the computer do make errors) before giving the student (also the professor and the tutor/notetaker) the corrected text. We are finding that the student can have the unedited text about 10 minutes after a one-hour class ends, and the edited text about two hours later.

### **Is it working at NTID?**

So far, this may seem perfect for deaf college students, especially in regular classes with hearing students. But remember, this is still research.

At NTID we have more than 30 questions which need to be answered, and the only way to answer them is actual use of the system with deaf students. The most important question is whether students find it useful in learning and assisting them in their courses. Later we will want to learn more about what the system does for their reading and writing skills. But that set of questions can wait for more research at NTID or with younger deaf students (Stuckless, 1981).

What have we learned? Everyday we learn something new. About one week after the system was first used in two courses, we found that the word-for-word, correctly spelled conversion of the teacher's speech into real-time print on the classroom television screen was about 90 percent in one course and about 85 percent in the other. In other words, word error rates were between 10 and 15%. We also learned about the kinds of errors being made (Stuckless and Matter, 1982).

We will not go into detail about what the computer does in changing sounds into words, but sometimes its dictionary guesses the wrong word. One humorous example occurred during the first week we tried the system in a business course. The professor said, "Kodak has introduced a new disc camera." What the computer read and put on the television screen for students to read in real time was:

### **KODAK HAS INTRODUCED A NUDIST CAMERA**

The computer had misread "new disc" as "nudist". The computer makes other mistakes because it is being sent sounds instead of words. Sometimes

homophonous or "sound alike" words like there/their to/two, etc. are confused, although usually they are not.

The stenotypist can add a new word to the computer dictionary so the next time the professor or a student uses the word it will appear correctly on the TV screen. In other words, every time a new word is said but not recognized by the computer, it can be added to a special dictionary in the computer; the stenotypist can "teach" the computer to recognize new words. Each time we use the system in a new course, we must teach it new vocabulary. For example, this summer we may be using it in a course in the history of art, and we will have to teach it to recognize names like "Rembrandt", "Picasso", and "Impressionism".

Unlike people, if the computer is programmed properly, it usually doesn't make the same mistake again and again. We think that in a year we can get the system to correctly recognize speech and produce print with about 95% accuracy in some courses.

Our second question was whether students could pick out the errors and know what the professor was really saying (Stuckless, 1982). We learned that deaf (and hearing) students picked out about 70% of the errors, and about one-half of the time they "outguessed" the computer and knew the word that the computer didn't recognize or guessed wrong. These deaf students were all exceptionally good in English as evidenced by the fact that they were fourth year undergraduate college students at RIT.

Is the system working at NTID? Yes, it is, but like all new technology, it needs more work. And we're working on it right now.

### **Dream or reality?**

One year ago, the ability for deaf children and adults to read speech in real-time print was a dream. Today it is somewhere between a dream and a reality. For closed caption viewers of the evening national news in some parts of the country, thanks to work being done by NCI, ABC, and PBS, it has become a nightly reality. For some NTID students in 1982 it has also become a reality seven hours a week.

But the system we have described is costly, not very portable, and requires the services of a professional stenotypist. That's where we stand in

1982. We are a giant step ahead of where we were a very few years ago. But we are still several giant steps away from being able to read speech as print in real time in our everyday lives at work, shopping, with hearing family and friends, etc.

Forgetting costs, we simply can't carry around a stenotypist, a computer, and a television screen in our purse or our pocket. But most of us may be around to see the day when a tiny computer, perhaps no bigger than a pocket calculator, can automatically read speech and instantly change it into print.

(Ross Stuckless is director of NTID's Office for Integrative Research. He is director of the NTID project discussed in this article.

Alan Hurwitz is the President of the NAD. He is also NTID's Associate Dean for Educational Support Services, and administers the project described here.

The project described in this article is supported under an agreement between Rochester Institute of Technology and the U.S. Department of Education.)

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*Joe Stevens gets ready to take off in his father's Cessna 172 four-seater airplane from College Park, MD. His brother flew up from South Norfolk Airport to pick him up for the weekend. Photo by Charlie Shoup.*

## JOE STEVENS: FLYING HIGH

By Patricia Cinelli

Joe Stevens waited anxiously for his sixteenth birthday. It was the day he would be old enough to get his long-awaited license. It was not his drivers license he dreamed of. The license he wanted would let him soar into the clouds alone behind the controls of an airplane.

Joe received his private pilot's license on December 31, 1981. He is the youngest known deaf person ever to receive such a license.

Strong and athletic, Joe has been around airplanes since he could walk. His father, Alston, manages the South Norfolk Airport in Virginia, and owns a flight instruction school and airplane rental business there. Because of his son's profound deafness he never thought Joe would be able to fly.

But Joe surprised his father. "I read an article in a flying magazine about a deaf pilot in Florida who got his license and I told my father I could fly," he said. Joe received his training license at age 12 and began logging hours behind the throttle. He spent two years studying for the grueling aviation exam.

There are approximately 56 deaf adults who might have inspired Joe because they, too, became pilots. In his book, *Deaf Heritage*, Jack Gannon cites Nellie Zabel Willhite from South Dakota as the first deaf woman, and probably the first deaf person in the world to become a pilot. She took to the air in 1928. Gannon also names Edward T. Payne from Ontario, Canada, as probably the first deaf man to receive his license (1929).

Joe, who lost his hearing at the age of five when he contracted meningitis, has some restrictions he must observe when flying a plane. He is not permitted to fly in a radio-controlled airport except during an emergency. "Since I can't use the radio, I use my eyes to fly. It's really no problem for me," explained Joe. He finds plenty of airports that are not restricted to radio-controlled planes.

He not only knows how to fly planes but also can repair them. Before Joe transferred to MSSD in 1980 as a junior he spent his first years of high school at Maury Public High School in Norfolk. After school and during the summers Joe worked with his father as a mechanic repairing and overhauling the more than 15 planes at the airport.

Joe took possession of one of the family's planes that he worked on—a two-seater 1946 J3 Piper Cub—which is kept at the Norfolk airport. Since the Piper had no radio Joe convinced his father that the plane should naturally belong to him. Joe did almost all the maintenance and repair on the plane even before he got his license.

Word of Joe's achievement spread quickly through the halls of MSSD. His father recalled that, when the family came to attend Joe's graduation, a classmate stopped them in the street to talk to Joe. She said, "A lot of people want to see you before you leave." When Joe asked why, she said, "Well, because you're famous of course!" At home Joe's notoriety was just as evident. When a story was printed in the local Norfolk newspaper about Joe and then sent over the state Associated Press wire the family teasingly called him "Famous Joe".

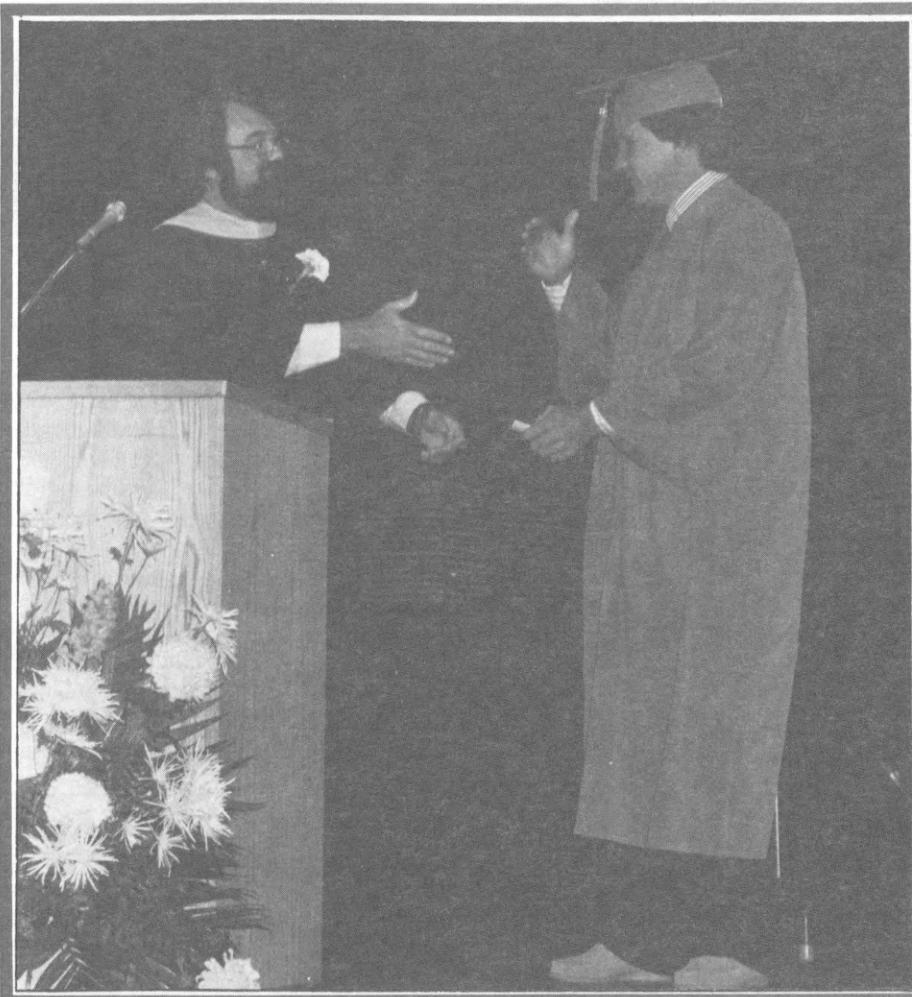
Joe's father said he was amazed at how much response the Stevenses received from people around the State who read about Joe's accomplishment. "I just never knew there were so many deaf children in the area. People I've known for years have deaf children and just never told me. Two people I've known for 20 years never once mentioned their deaf children," said Alston Stevens. The family also received a letter from Joe's former doctor in another state who was delighted to hear about his former patient. One of the biggest thrills for both Joe and his father was the phone call and visit they received from a well-known businessman in aviation from Virginia who read the story.

Joe was well-liked and respected among his peers even before he received his pilot's license. As a junior at MSSD he played tailguard on the football team which was named the National Deaf Prep Football Champions by the *Deaf American* sports staff.

In addition to being in the advanced social studies and English classes and taking a full course load, Joe displayed his talents on the stage as well. During his first year at MSSD he participated in the play, "You Can't Take It With You." Last spring he grew a beard for his part in the musical, "Fiddler on the Roof."

At graduation Joe received a distinguished award called "the Spirit of MSSD." It is given annually to the student who exhibits outstanding achievement in academic subjects, leadership and citizenship and who most exemplifies the spirit of MSSD. "It was probably the proudest day of my life when Joe got up to receive that award," said Alston Stevens.

After some tearful partings from classmates, and many long goodbyes Joe returned to Norfolk to work this summer at the airport with his father and four brothers. "Joe, like all the boys, worked 12-hour days. He helped me do routine inspections and repairs on the planes," said Alston Stevens. Joe can't help his father, however, two aerial advertising signs at Virginia Beach—a job delegated to pilots who have a commercial pilot's license which enables them to fly into radio-controlled airports. "Eventually we might be able to get a commercial pilot's license for Joe. We want to investigate all possibilities," said his father. Joe's dedication to aviation sometimes worries his father. "I think Joe would like to work on planes all his life but I try to discourage that. It's a great hobby, but not the greatest livelihood. I know, because I've been doing it for so long. I understand Joe's love for it because I love planes and everything about them, but I would like to have a little less of it now," said Alston Stevens.



*Joe Stevens accepting the Spirit of MSSD Award from Dean Lee Murphy as MSSD High School graduation this past May.*

This fall Joe has decided to keep his commute of 90 minutes between his dorm and home. He has enrolled at Gallaudet College. When describing Joe's dedication to his job this summer Alston Stevens said how worried his son had been about saving money for tuition at Gallaudet. "Joe didn't get a paycheck this summer, but I've been putting money away for his education. I think I have it pretty well covered," he explained.

Even though Joe didn't get to "fly ads" in Virginia Beach he did spend some time exploring the lay of the land in the Tidewater area from the air. One day he flew to Suffolk to see drag races and on other afternoons he flew the 25 or 30 air miles to Portsmouth or Franklin for a nice, relaxing meal. He often takes his friends flying with him.

Even though the family has never taken a vacation together because of responsibilities at the airport, Alston Stevens said it's not as bad as it might seem. "We're all together all the time," he explained.

The Stevens family have their own interpretation of the 1960's expression, "If it feels good do it!" It's a responsible interpretation that seems to work. Both Alston Stevens and his wife Mabel encourage their sons to pursue their own interests, goals, whatever makes them happy—just make sure they keep their parents posted on what dreams they are currently making come true. ■

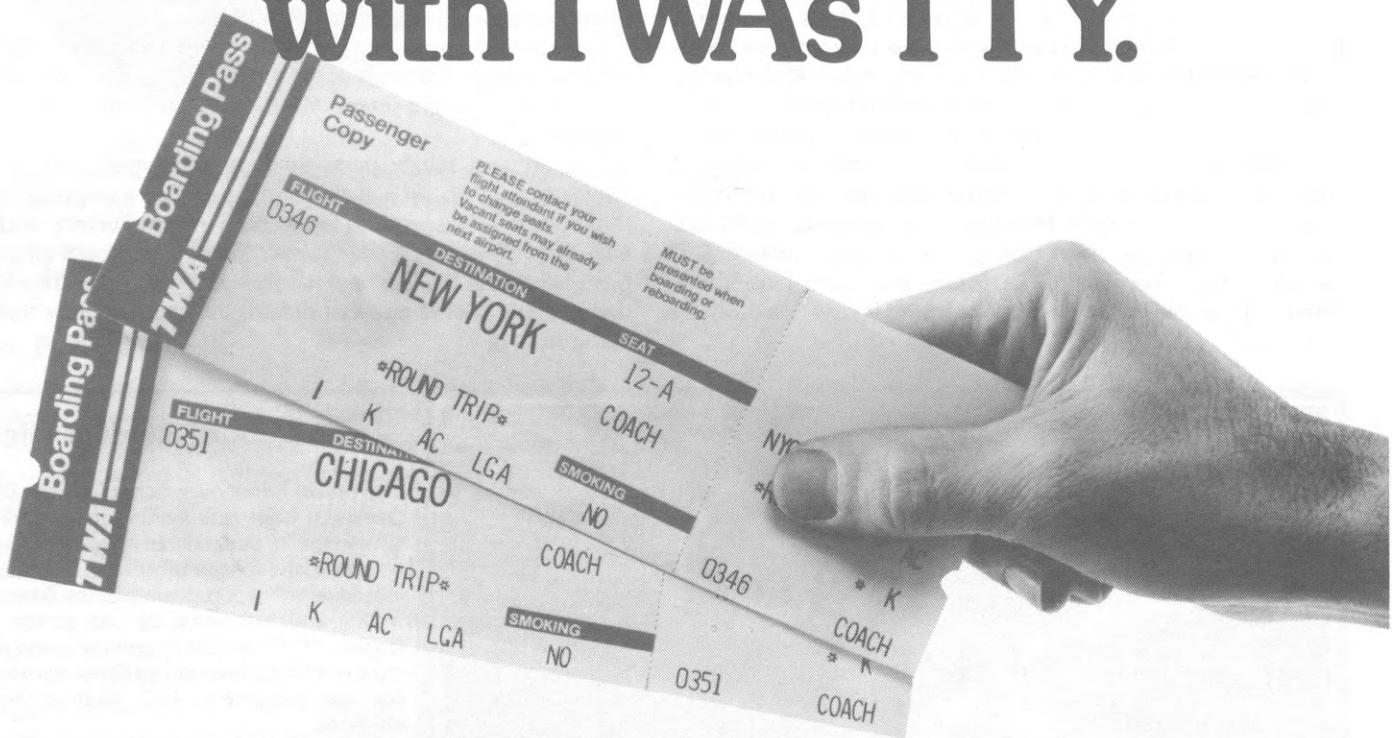
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# IN COMMUNICATION

COMMUNICATIVE SKILLS PROGRAM

by Lynne Loomis

The small hands moving awkwardly through the air made an amusing picture, like a crude watercolor splashed across the room. But it was a picture to be cherished for it had been executed with great effort, offered in friendship, and ...

## Signed—with love

Silence ruled the second-grade classroom. Whispers were hushed, a cough was muffled, and the lone giggle, daring to intrude, was squelched by a stern look. All scuffling ceased as the 24 children raised their heads and fastened their eyes on the old woman's wrinkled hands. They watched—and waited.

The woman peered through thick glasses. At last, finding each child attentive, she began to manipulate her fingers. Seated on the floor around her chair, the seven-year-olds followed her lead, struggling to control the movements of much smaller, and less skilled, hands. Each tense mouth, each furrowed brow, bore witness to the effort. Noticing one child, frustrated and close to tears, the woman got up from her seat and slowly moved toward him. She bent down and, taking his hands, gently pushed each finger into the correct position. Then making her way back, she passed among the other children, giving nods of approval to some and pats of encouragement to the rest. One by one, frowns of frustration gave way to smiles of success as each child mastered the intricate maneuvers. Pleased with their progress, the white-haired woman clapped her hands together, signaling an end to the lesson—and a return to the world of noise.

Their energy no longer contained, the children, like one giant jack-in-the-box, sprang up from the floor. They bounced around the woman, clamoring for attention. And though she was tired, the woman patiently, lovingly, bestowed hugs and kisses on each waiting recipient. Then gathering her things, she said farewell to the teacher and left the room, closing the door behind her. The children's voices echoed in the hall, but Mildred Lewis an 81-year-old deaf widow, could not hear them calling after her, "Good-bye, Grandmother; See you tomorrow, Grandmother; I love you, Grandmother . . ."

This scene takes place four mornings a week when Lewis teaches manual communication to Elizabeth Landfried's second-grade class at Redeemer Lutheran School in Austin, Texas. What began in September, 1980, as a social activity for Lewis and her adopted grandchildren has become a serious commitment; what started as friendship has grown into mutual love and respect.

None of this would have happened without Liz Landfried. But it was certainly not her intention that day in February, 1977, when she first met Mildred Lewis. All the young teacher wanted was to meet a new friend.

Landfried, who is 29, was introduced to manual communication at an early age. "My father taught me the manual

alphabet when I was seven or eight," she recalls. "His aunt was deaf and he had learned to communicate with her. She died before I was born. I thought it was fun to learn. We used to play it as a game in the car."

Flashing a toothless grin, Brent Mothner, 7, gives Mildred Lewis an affectionate bear hug.



**W**hen she outgrew the need for car games, Landfried's interest in sign language burned out and was not rekindled until some 10 years later. In 1971, she enrolled at Concordia College in Milwaukee, Wisconsin. During her sophomore year, she took sign language as an elective, not because she was motivated by altruism, or even curiosity, but because she thought "it would be a snap—an easy 'A'."

And it was. But Landfried blushes at the memory, for that class also sparked her desire to work with hearing impaired people. But I didn't go into special education," she says, sighing with regret, "because I really thought I wouldn't be patient enough to work with a handicapped person."

Instead, after graduating in 1975 with a degree in elementary education, Landfried accepted a staff position at Redeemer Lutheran School and moved to Austin. Her involvement with the deaf community was limited mostly to teaching Sunday school until she met Mildred Lewis.

As she describes the early days of their friendship, Landfried's voice is full of quiet affection. "I knew Mildred just as a casual acquaintance. Her house was right on my way home from school, so I made it a point to stop by—like once a week—and see her. One day she told me that she wished I would come more often, that she was lonely and enjoyed my visits. As I was driving home that afternoon, I remembered a methods class I took in college. One idea was to get elderly people in your classroom because they have so much to offer the children.

"I had already been teaching my kids some songs in sign language," Landfried continues, "and I felt it would be really neat for them to practice their signs with Mildred. I asked her how she felt about it. She was really excited and—of course—so were the kids."

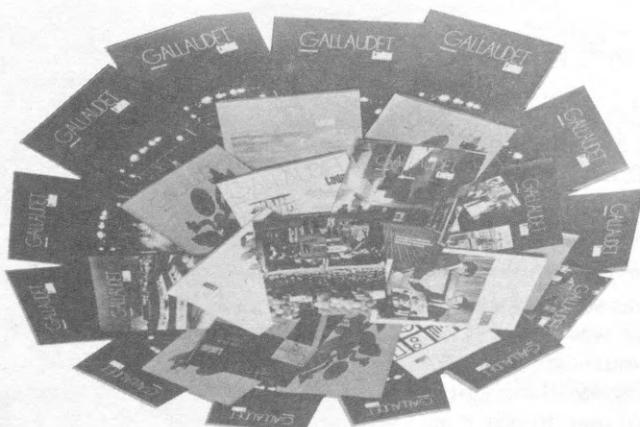
Landfried's own excitement dances across her face and she smiles. It's not an ordinary smile, but a huge, captivating grin that reflects her childlike enthusiasm for life. A grin that goes with round eyes and rosy cheeks, and the

expression "really neat." In fact, Landfried seems more like Peter Pan than the strict teacher she is reputed to be. "Well, she explains, "I guess I'm still just a kid at heart."

And despite her advanced age, so is Mildred Lewis. Her son, Rodney, a beautician and part-time real estate salesman, credits her adopted grandchildren. "They keep her young," he says. "Most older people are slowing down at her age, but not Mother. She is still blowing, going, and carrying on. She just won't let herself get old. She even ignores her back pain because of what she's doing with the kids."

In September, 1980, at the beginning of their relationship, Lewis was not as involved with the children. Her visits to the classroom were strictly social affairs: the children would plan a special party for her, she would come, and they would celebrate together. She was the guest and the little hosts and hostesses put on their best behavior. Everyone was polite and friendly, but no one was particularly comfortable. They were uncertain as to what they

# GALLAUDET today



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were supposed to do, and how they were supposed to act.

Landfried had noticed their apprehension and uncertainty. To try and dispel those feelings, she decided to bring Lewis into the classroom once a week on a regular basis to work with the children. "I realized that I could use Mildred—not just for the kids to practice their signs with—but to help them learn the sign language. To teach them," she says. "And I thought by working with her, they would learn that handicapped people are just ordinary people with special needs. They aren't people to be afraid of."

It's hard to believe that anybody could be frightened of Mildred Lewis. She is a soft, gentle woman—small and slightly stooped—and her blue eyes glow warmly through the thick lenses that only partially correct her ailing vision. She smiles easily—and often. Though she was born deaf, the lack of hearing has never been allowed to subdue her fun-loving spirit. She is friendly, generous, and openly affectionate.

And yet, the children's first reaction to this kindly woman was fear. Landfried looks puzzled as she tries to explain: 'A lot of the fear is just of the unknown. The kids think, 'How is this person going to act toward me if I go

Mildred Lewis, assisted by Elizabeth Landfried, conducts a sign language class.

up and touch her? What's she going to do to me? How do I talk to her?'

"It's interesting how, at first, the kids think of deafness as a sickness—or a disease they might catch," Landfried says. "They feel if a person can't hear, then he must be sick. And if he's sick, he will eventually get over it. The kids soon learn from being around Mildred, though, that deafness is not a sickness. It's not...it's not anything contagious. They aren't going to become deaf because they touch her or whatever. And she's not going to get better and be able to hear again. It's just a handicap and a part of her. They eventually understand and accept that."

Landfried had been right about the benefits of regular classroom participation. With each weekly visit, Lewis grew more at ease in the children's environment and each visit brought the children a better understanding of her handicap. Within a short time, their old anxieties had crumbled and they had built a new and special rapport between them. She was no longer Mrs. Lewis, their guest; she was now Grandmother Lewis, their very best friend.

While the children's relationship

with Grandmother Lewis was growing, so was their proficiency in sign language.

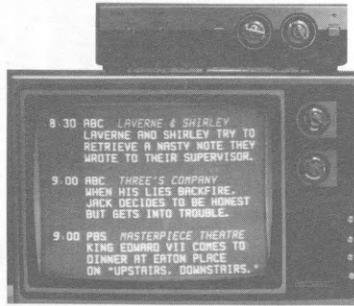
But just being able to communicate was not what Mildred Lewis had in mind. During the weekly 30-minute lessons, she taught her grandchildren the manual alphabet, a beginning vocabulary of common signs, some songs, poems, and skits—and even a puppet show. And because she wanted the children to use what they had learned and to gain confidence in their ability, Lewis occasionally arranged for them to present a program to the deaf community.

Landfried remembers one occasion particularly well: "Mildred had made arrangements for them to sing for the Deaf Senior Citizens Club. She came in and practiced with the children. She taught them the songs and the signs. When they went down to do the song program, I could see the pride in Mildred—like she was thinking, 'These are my grandkids and I taught them this.' They performed really well because they knew they were doing it for her."

Lewis was proud that day. "My friends were impressed," she says. "They were surprised that my grandchildren could converse so well in sign

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language. And the children treated my friends really nice. They even made little gifts for them. My kids behaved so well—they made me proud."

Although Lewis was pleased with the children's progress, she thought they could do even better if she spent more time with them. "I liked to teach the signs, but 30 minutes a week just wasn't enough. The half hour went so fast that I couldn't do all I wanted. I felt frustrated," she said.

In January, 1982, after discussing the idea with parents—and receiving approval from Norman Stuemke, principal of Redeemer Lutheran School—Elizabeth Landfried added sign language to her regular second-grade curricula. Lesson plans were prepared, the class schedule was arranged, and Grandmother Lewis began teaching four mornings a week. "Things are terrific now," she says.

The children's lives have been

equally enriched by the relationship: They have won the heart of Mildred Lewis, acquired the knowledge of sign language, and gained an understanding about handicapped people. They have been exposed to a different facet of life—and have dealt with it. It's a learning experience not found in a standard elementary textbook.

Poignantly speaking for all the children, Theresa Hill, a pretty and precocious 8-year-old, says: "Grandmother Lewis is a very special person, not because she is deaf, but because she is very kind and loving and gentle. She is like a special treat of ice cream: we look forward to seeing her as much as we do to eating a bowl of ice cream. All of us kids love Grandmother Lewis. If we ever need a friend, she is there."

In addition to the occasional programs they give, the children frequently visit the Texas School for the

Deaf. But they are not like most kids who go there.

"Liz Landfried's students don't stare at the children. They are not curious and our children are not embarrassed when they come," Sue Drake, president of the school, says. "These kids are well prepared. They always know some sign language."

Mary Jane Marks, Drake's associate, agrees. "They try to converse," she says. "They are comfortable and ready to open up with the deaf kids. It's really an interesting situation." Marks pauses, and then adds, "If every second-grader had the experience these kids have with Mildred Lewis, the fear associated with deaf and other handicapped persons would disappear."

A lot of people concur with Marks' opinion and are taking steps toward initiating similar programs. "It's one of the finest things that has ever happened at Redeemer," says the principal, Norman



Theresa Hill, 8, says Grandmother Lewis is "like a special treat of ice cream."

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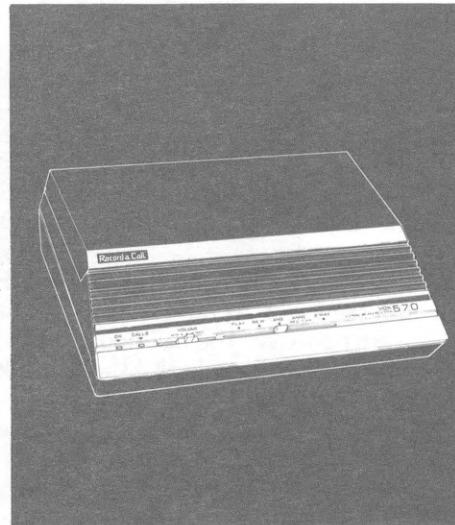
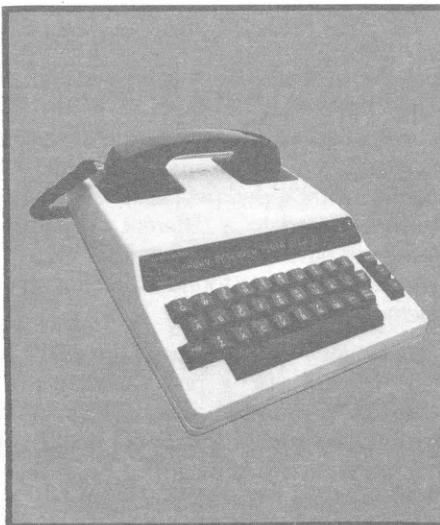
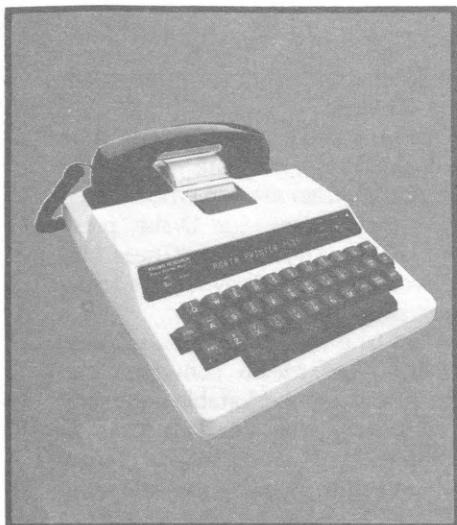
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Stuemke. At a recent state conference for Lutheran school administrators, he presented a slide show on Lewis and the children in the hope of encouraging other Lutheran schools in Texas to follow suit.

Lewis plans to continue teaching sign language to her adopted grandchildren as long as her health permits. And Landfried, after working with Grandmother Lewis, has realized that she does, indeed, have enough patience to teach handicapped kids. She plans to return to the University of Texas and pursue a graduate degree in special education.

"Yeah, it's all turned out really neat," Landfried says, "except for one thing. I just can't tell my class not to talk anymore. Now I have to tell them, 'no talking and no signing.' ■



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# Silent Dancer

By Bruce Hlibok

Photographs by Liz Glasgow  
Published by Simon & Schuster  
\$4.95 Hardcover—64 pages

by Sharon W. Smith

The fine art of ballet is the ultimate reflection of grace, style and beauty. The rhythm and balance necessary to perform dance movements are difficult, however, they are joyfully mastered in a weekly Joffrey Ballet class in New York City that is especially for deaf children. The exciting world of ballet for deaf children is revealed and explored in the delightful new book, **Silent Dancer**. The experiences of 10-year-old Nancy Hlibok and her class-

"It is every child's right to learn about and enjoy the diversity of our cultural heritage, and it is every adult's duty to reach out to handicapped children and bring them into worlds so often closed to them.

"A City-financed program—run by the Joffrey Ballet School—brings deaf children into the world of dance and music. While a seeming contradiction—the program is a success as is beautifully told and illustrated by the book, *Silent Dancer*."

—Mayor Koch  
The City of New York

mates are expressively told by Nancy's brother Bruce Hlibok, who is also deaf.

We are introduced to Nancy at home with her family before following her to school where she has a speech lesson, attends math, gym and science classes, while constantly smiling because this is the day she goes to ballet class. Nancy's energy is felt as she bounces from one activity to another. Important points such as eating and sleeping habits of dancers are smoothly weaved into the story. The reader can sense that Nancy really loves school and is a good student. At the same time she is dreaming of her goal to be a ballerina.



Author: Bruce Hlibok

## Dancing, Dreaming & Deaf

Finally the anticipation of the end of the school day and beginning of ballet class is fulfilled, and it is easy to understand why Nancy anxiously awaits her lessons. The barres, mirrors, tutus and ballet slippers make her feel like she is on stage. The girls are quite serious about ballet and do warm up stretching exercises to loosen their muscles. The scene is portrayed in a lively, colorful manner. Photographs in black and white by Liz Glasgow capture the essence of the children's enthusiasm and determination. Any child reading **Silent Dancer** can imagine him/herself in the class.

The students' deafness does not interfere with their dancing. The children

"Bruce Hlibok's moving account of his sister's love for the dance and her triumph over her disability is an inspiring, fascinating and compelling story of a delightful young girl."

—Jean Kennedy Smith, National Chairperson of The Very Special Arts Festivals. The National Committee Arts For The Handicapped

"In this sensitive book, Bruce Hlibok helps us take a glimpse into the life of a young girl whose hopes—thanks to portraits like this—are no longer only unrealistic dreams."

—David Hayes, Artistic Director  
National Theater of the Deaf

feel the music and most have some degree of hearing. Many of them wear hearing aids. They feel the music through floor vibrations from a specially-equipped piano. The girls feel the rhythm and learn the pattern of the music as it is repeated. Since the children come from different backgrounds and schools, they communicate in various ways. Most of them use Sign Language and some, like Nancy Hlibok, speak and read lips too. The teacher, Ms. Meredith Baylis, who is hearing, provides motivation and encourage-

"Bruce Hlibok's *Silent Dancer* is a warm, sensitive and unique book. It is about a little girl who wants to be a dancer. Not only is she deaf, but she is Bruce's sister.

"Drawing upon his own background in the arts, and as a child of deaf parents, Bruce Hlibok uses dance as a tool not only to explain dance itself, but also to explain the world of hearing impaired people. The more orthodox subject, dance, is beautifully and warmly interwoven with information about deafness and the world in which deaf people live. And it is done so naturally, so without the usual stereotyping, that the reader assimilates both without realizing that he or she is obtaining a major education in two areas.

"We heartily recommend it to anyone who seeks enlightenment in either area."

—Albert T. Pimentel, Executive Director  
National Association of the Deaf

ment as she instructs the young dancers through an interpreter.

Bruce Hlibok describes his sister's progress in the challenging field of ballet dancing, despite her lack of hearing, in this sensitive, heartwarming story. The author shares the pleasures of Nancy's aspirations to become a ballerina through his personal insight as a professional actor and dancer. **Silent Dancer** is interesting, informative and is recommended to everyone who has ever dreamed.

**Ed. note:** To order, send \$4.95 plus \$1.50 for postage and handling to the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910.



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# Cologne Games Story . . .

## THE HEART OF A TRACK AND FIELD CHAMPION

We have had a lot of wonderful experiences in this world of athletics of the deaf. We've roomed with athletes, talked with them about their ideas and their drives. We've watched them break one world's record after another. And we've come to believe that what it takes to make a champion in the game of athletics is what it takes to make a champion in the game called life.

## sports

by Art Kruger

Terrence (Leroy) Dixon of Baltimore, Md. crystallizes the quality of mind and the mental resolve that turns a man beyond the normal and the mediocre to accomplishing great things. We saw this 18-year-old youth in Cologne, West Germany, achieve probably the greatest honor that any youth could have hope to achieve—the "Deaf Olympic" decathlon championship. He won under the most adverse circumstances imaginable.

When Leroy Dixon won the WGD decathlon, we thought to ourselves, "Could any high schooler hope to achieve more than what this one has achieved?" We thought he would never surpass that record, but he did it. He broke the world record, and recorded the greatest single performance of his entire career. It's that quality of mind that makes champions.

Nobody had heard of Leroy even after he qualified for the national WGD Tryouts. In fact, when he got to Fulton, Mo., the summer of 1980, he still wasn't sure what the decathlon entailed. Then, with very little experience, he went out and won the decathlon tryouts with its wide range of events: the 100-meter and 400-meter dashes, the 110-meter high hurdles, the long jump, the high jump, the discus, the 16-pound shot put, the javelin throw, the pole vault, and the 1,500-meter run. He won the championship with 5,721 points. He did everything so naturally, we didn't know how good he could be at Cologne.

One year later Leroy Dixon, then a



ON THE VICTORY STAND are members of the victorious U.S. 4x100-meter relay team. They won it in 41.88, missing by .8 seconds the global mark set by the U.S. foursome four years ago. The proud Americans are from left to right: Larry Rogers (Kansas City, Mo.), Robert Cline, Jr. (Clearfield, Pa.), Gary Namba (Portland, Ore.) and Johnny Oliver (Philadelphia, Pa.). Individually they earned a total of nine medals (7 gold and 2 bronze). Photo by Chuck Liddy.



WORLD'S GREATEST DEAF WOMAN SPRINTER—Only 16 years old and a freshman student at Mississippi School for the Deaf from Greenville, Sherrie Jackson captured the attention of fans all over the world when she won the 100-meter race, then the 200-meter dash, and finally helped the U.S. foursome to take the 400-meter relay race. What is so remarkable is that she set global records for the deaf in all of those three sprint events.

senior at the Maryland School for the Deaf in Frederick, won the state high school decathlon championship, Saturday, June 6, 1981, at Mount St. Mary's College in Emmitsburg. He scored 6,396 points to break the state decathlon record.

During the 1981 MSD track season,

TO WIN THE DECATHLON IN COLOGNE, this 18-year-old Leroy Dixon didn't seem to know when to quit—he was out to win, and win he did! Just graduated from the Maryland School for the Deaf, Dixon (5 feet 11 inches and 160 pounds) had to beat Russia's feared Mikhail Alessin and Alexandre Potopalski. Leroy's total was an amazing 6,500 points, a new world record! Show here, he went over the pole vault bar at 12 feet 5 1/2 inches, good for third place and 754 points, during the decathlon competition.

Dixon was moved around to different events in preparation for the decathlon. It paid off. And after three weeks of training at the North Carolina School for the Deaf (NCSD) he was the boy wonder competing against the world's greatest deaf athletes in Cologne.

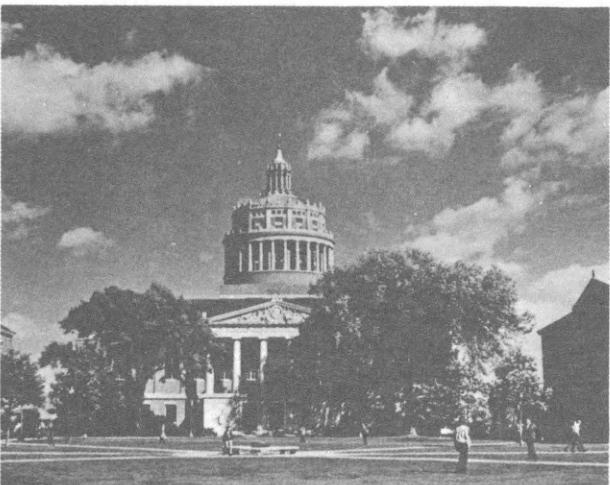
As we watched in chilly weather, Dixon battled with two Russian stars, a Polish and a German for the lead. At the end of the first day's five events, Mikhail Alessin of Russia was first with 3,283 points. Dixon second with 3,270; Ireneusz Wuczynski of Poland, third, 3,153; Alexandre Potopalski of Russia, fourth, 3,137, and Steffen Rosewig of Western Germany, fifth, 2,990.

On the second day the American and two Russians continued their dramatic battle for the gold medal, which carries with it the unofficial tag as the "world's greatest deaf athlete."

Dixon gave a tremendous performance for one so young competing against the world's best and most experienced deaf athletes. He was first in

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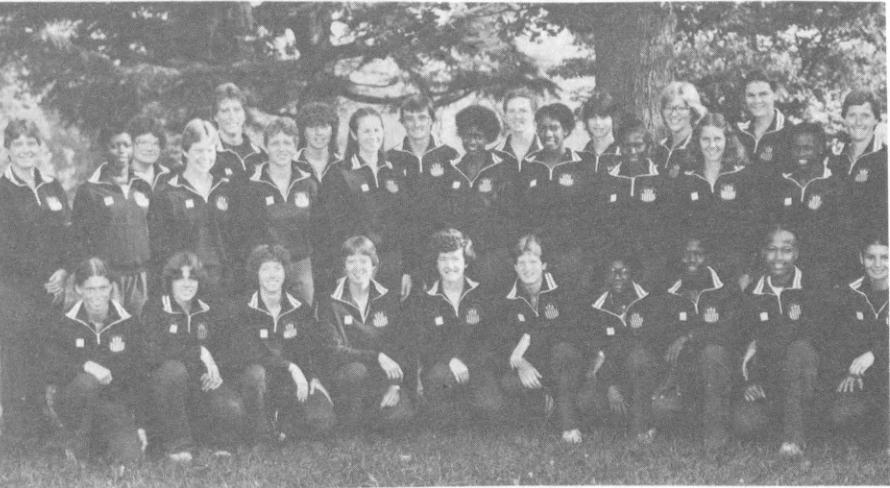
Graduates will work in secondary schools serving deaf students, or function as instructional leaders, working with colleagues to enrich and upgrade the quality of education for deaf people nationally.



**U.S. WOMEN'S TRACK AND FIELD TEAM—** KNEELING (Left to right): Nancy Jordan (Colorado), Lorrey Smith (Maryland), Sandy Veach (Missouri), Donna Fine (Oklahoma), Theresa Niccum (Indiana), Chris Ross (New York), Lisa Pearson (Florida), Mary Edwards (Florida), Alesia Greene (Florida), and Wanda Esquivel (New Mexico). MIDDLE ROW: Manager Donald Ammons (Maryland), Maryette Green (South Carolina), Karen Tellinghuisen (New York), Stacia Barron (Iowa), Rhonda Abbott (Michigan), Jennifer Body (Mississippi), Sherrie Jackson (Mississippi), Della Stephens (South Carolina), Betsy Bachtel (Ohio) and Sharyl Mapp (Maryland). BACK ROW: Bobbie Downing (Indiana), Bonnie Bodnar (Colorado), Sandra Phillips (Maryland), Joyce Houghton (Florida), Joyce Cook (California), Cindy Eachon (Washington), Jane Herrmann (Ohio), Beth Weber (Washington) and Coach Vicki White (Maryland).

the long jump (21-3 1/4), and surprisingly in the javelin throw (162-11). He was tied with Wuczynski for first in the high jump at 6 ft. 1 1/4 in. He was second in the 400-meter dash (52.77), the 110-meter hurdles (16.60) and the discus (116-4). He placed third in the 100-meter dash (11.89), the pole vault (12-5 1/2), and the 1,500-meter run (4:34.30). He was fourth in the 16-pound shot put at 36 feet, 3 inches.

Alessin won four events, 41 1/2 in the shot put, 16.05 in the 110-meter hurdles, 128-2 in the discus, and 4:26.22 in the 1,500-meter run. Potopalski was tops in the 400-meter dash in 52.33, and the pole vault at 13-1 1/2, while Wuczynski was the fastest in the 100-meter dash in 11.78.



Dixon had to share his glory, however, with another American athlete—the teenaged Sherrie Jackson of Greenville, Miss.

When Jackson showed up at the Fulton tryouts, she surprised everybody by winning the 100-meters in 12.3, tying the world record, and the 200 meters in 25.36 breaking the American standard. We asked Sam Williamson, girls track coach at the Mississippi School for the Deaf, how he discovered her. Here's Jackson's story:

"We didn't have any fast girls, so we decided to find one that could run real good," recalled Williamson. "Well, all the girls came out, and Sherrie had the best time in the 50-yard dash—about 6.2 or 6.3 in street shoes. It was so fast

**AMERICANS REJOICE**—These young women Nancy Jordan (Aurora, Colo.), Bobbie Downing (Fortville, Ind.), Jennifer Body (Jackson, Miss.) and Sherrie Jackson (Greenville, Miss.) exult after winning for the first time in six tries for the United States in a world-record-setting time of 48.7 in the 400-meter relay. They together won a total of nine medals (6 gold, 1 silver and 2 bronze). Photo by Chuck Liddy of Morganton, NC NEWS HERALD.

that we asked her to do it again, and she did. That's how we found her!"

While at NCSD for the training camp, Jackson convinced us that she could win three gold medals and break world records in all three sprint events at Cologne. She DID. After a beautiful start, Sherrie became the first U.S. woman ever to win a gold medal in the

**SURPRISING VIRGINIANS**—Left to right: Randy Wheeler of Verona, Willie Cooley of Mineral and Earl Davis of Blair made Jim Kiser, coach of Virginia School for the Deaf track team that won two straight national deaf prep championships (1980 and 1981) and also one of coaches of the U.S. track team, very proud as they won a total of five medals. Wheeler was second in the high jump; Cooley copped two gold medals in the 400-meter dash and the 1,600-meter relay in which he anchored, and Davis earned a bronze medal (400-meter run) and a gold (1,600-meter relay). For his efforts Davis was presented a key to the city of Danville by Mayor Charles H. Harris.

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**U.S. MEN'S TRACK TEAM** (field events)—Left to right: KNEELING—Coach Bob Corbett (Maryland), Willard Moers (Colorado), Robert Smith (Louisiana), Dave Niemuth (Wisconsin), Wayland Moon (South Carolina), Curtis Blankenburg (Texas), Larry Rogers (Missouri), Darrell Coyle (North Dakota), and Coach Bill Ramborger (South Carolina). MIDDLE ROW—Head Coach Hank White (Florida), Kevin Pfeiffer (Wisconsin), Coach Jim Cooney (Rhode Island), Nate Riley (Alabama), Robert Milton (South Carolina), Jackie Swafford (Arkansas), Joe Michilene (Maryland), Leroy Dixon (Maryland), Ed Bieniak (New York) and Lynn Foley (Arizona). BACK ROW—Jeff Holcomb (Iowa), Mark Myers (North Carolina), Joey Manning (Florida), Rick Legner (Illinois), Tom Withrow (Maryland), Steven Walker (California), Randy Wheeler (Virginia) and Coach Joe David (Maryland).

100-meter dash when she blasted by an impressive field in 12.14 for a new world record, bettering the old record of 12.3 set by Rita Windbrake of West Germany in 1967, and tied by another German woman, Marina Mitschke, in 1977. Jackson also became the first deaf woman in the world to break the



25 seconds in the 200-meter dash when she did it in 24.92. The global record for this event was 25.1 and it was made by Rita Windbrake in 1966. And as a starter on the U.S. 400-meter relay, Jackson was the main reason why, the American foursome made up of herself, Jennifer Body of Jackson, Miss., Bobbie Downing of Fortville, Ind.,

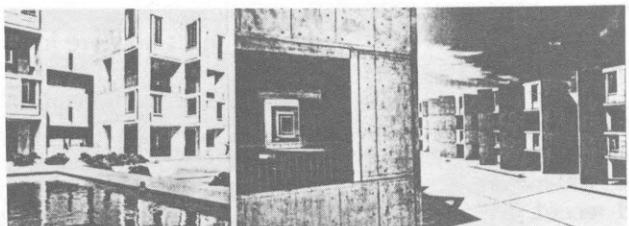
and Nancy Jordan of Aurora, Ariz., finally won this event for the first time in six tries since 1961 in a world record setting time of 48.70. Prior to this greatest achievement, the U.S. 400-meter relay combination finished second in four straight World Games, in 1965, 1969, 1973 and 1977.

From the looks of the powerful American and Soviet Union track teams assembled for the Cologne Games one would have thought that no other country has a chance. It did not take little Finland very long, however, to show that the greatness of one nation could not overpower the will to win by a smaller. It was the amazing Finn with his three gold medals that would overpower the American and Russian giants.

Leading the show was the Finnish runner, Timo Karvonen, a 28-year-old cross-country skier and distance runner. He was a disciplined athlete who allegedly lived on a diet of black bread and dried fish. He regulated his pace by glancing at a stopwatch he carried in every race.

Only strict training could account for the fantastic performances displayed when Karvonen was the first runner in modern "Deaf Olympic" history to win all three long races in the same World Games. Karvonen set a world record of 30:24.87 in the 10,000-meter run. He won the 5,000-meter run in 14:40.48 for a new Games standard, but 12 seconds slower than his own global record of 14:28.0 set in 1979 at Kauhajoki, Finland. And he won his third gold medal for Finland when he was the winner in the 1,500-meter run in 3:56.06. He's the same Finn who won his first WGD gold medal when he took the 1,500-meter run in 3:54.6 for a new Games

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record which still stands at the Malmö Games in 1973.

A few years ago they said a 15-foot pole vault was impossible for the deaf. But the story behind athletics is the story of young men who come along and say, "No matter what others think, I believe the record can be broken."



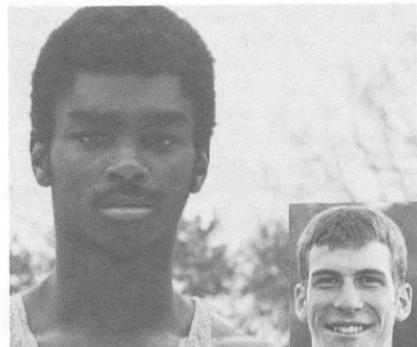
JACK SWOFFORD of Berryville, Ark., said "nuts" to the last javelin throw and won a gold medal. He did it at 220 feet 2 1/2 inches for a new Games record. Photo by Chuck Liddy.

Miroslaw Bednarek of Poland and Valdimir Kreidunov of the Soviet Union finished 1-2 in the pole vault, but they astounded the world by breaking the world record for the deaf when they did 4.70 meters or 15 feet 5 inches. It was undoubtedly one of the greatest performances of the Cologne Games! They dared to believe the impossible.

Jackie Swofford of Berryville, Arkansas, was the other athlete who dared to believe the impossible. With a height of only 5 feet 9 inches and a weight of 185 pounds, this 24-year-old student of Southwest Collegiate In-

stitute for the Deaf at Big Spring, Tex., has been throwing the spear for some five years, but mostly less than 200 feet. And at the Cologne Games, Swofford was in fifth place after fifth toss, but when he threw the last toss, he did beautifully and won the gold medal at 67.12 meters (220 ft. 2 1/2 in.) for a new Games record.

When one talks of the men of Sweden one thinks of the Vikings of old—robust and herculean and tall. Bo-Goran Henriksson, the 34-year-old husky Swede with a height of 6-6 and a weight of 250 pounds, won the shot put for the fourth consecutive WGD. He is one of only three men to have won consecutive titles in this event since 1931. V. Kaurela of Finland was



THREE GOLD MEDALS for Gawyne Davis of Fordyce, Arkansas—He won both 110-meter high and 400-meter intermediate hurdles, in 15.34 and 55.66, respectively, and became the first American ever to win both hurdles in one "Deaf Olympiad." His 54.11 time in the 400 hurdles semifinals is a new American standard. He took his third gold medal as a member of the victorious U.S. 4x400-meter relay team. He was graduated from the Arkansas School for the Deaf, and is now a member of the R.I.T. track team while enrolling at NTID. Insert is Steven Rash of Durham, N.C., who gave the United States a beautiful bonus when he took second place in the 110-meter hurdles in 15.65. Last spring Rash set a new National deaf prep record in the high hurdles when he did 14.6 while prepping at the North Carolina School for the Deaf. He is now a freshman at East Carolina University.

the shot put champion five straight times, in 1931, 1935, 1939, 1949, and 1953. "Mighty Joe" Russell of Mississippi did it three consecutive Games, in 1957, 1961 and 1965.

Henriksson is the only deaf man in the world to have hurled the 16-pound iron ball over 50 feet. His global record of 16.94 meters (55 feet 7 inches) was accomplished in 1973 at Lidingo, Sweden.

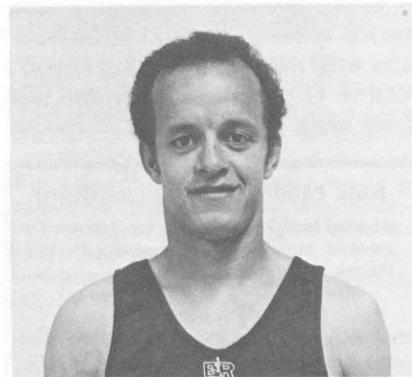
However, we have a young man, who may some day become the other

deaf person to ignore what they maintained—a 50-foot shot put was simply beyond the limitations of human strength. He is David Niemuth of Larsen, Wis. He placed third in the shot put at Cologne. For him it will always be a special memory. And when you're 18, it's easy to look ahead to 1985.

Niemuth competed for the United States in both shot put and discus at these games. He became the first deaf prepster to have tossed the 12-pound shot put over 60 feet. He has not been defeated in discus for two years and was beaten only once this year in shot



DAVE NIEMUTH, outstanding American weightman from Larsen, Wisconsin, shows the form which enable him to win the discus gold for a new Games record at the Cologne "Deaf Olympics." He also took the bronze medal in the 16-pound shot put. A 6-3, 250-pound athlete, Dave is now a senior at Oshkosh North High School. Recently he and a young lady were elected royal couple to preside over half-time activities at the traditional homecoming football game and the concluding evening party. It was quite an honor for him to be voted king by the 1,800 student body. It really made him feel accepted.



ROBERT PROCTOR of Frederick, Md., was one of four Americans who had personal best performances in the 25-kilometer mini marathon, but finished fourth, fifth, sixth and seventh, despite the fact there were 21 top runners from all over the world participating in this event. Proctor's fourth place time was 1:22.32, a new American standard replacing the old record of 1:27.17 set by Robert Backofen of Connecticut in 1973. Thomas Bachtel (Columbus, Ohio), Owen Logue III (Orenco, Maine) and Greg Warren (Goshen, N.Y.) finished fifth, sixth and seventh, respectively. Both Bachtel and Logue also bettered the old mark.

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put. His 60' 10" throw in the shot put and 186' 8" toss in the discus last spring are new National deaf prep records.

Niemuth, by the way, paced a 1-2-3 sweep in the discus—the only sweep in both men's and women's track at the Games. His 48.40 meter toss (158 ft. 5 in.) is a new Games record.

Every champion we've known has had the mental attitude and the ability to be hurt and keep on going. Some of you who think you're over the high-water mark at 30 ought to take a good look at the other outstanding star of the 1981 Cologne Games, a 36-year-old German lass by the name of Rita Windbrake, a five-time entry in the World Games, who kept on winning gold medals. There is hardly a young fellow who can keep pace with her in the field of distance running. We saw her in Cologne. We saw her as she went around the track and looked into her face as she came around the curve. Her face was twisted with pain. She looked as though she'd collapse before the race was over.

She still went on and began to increase the pace. Everyone began to fall back, but Windbrake reached out, running every lap faster than the one before. We talked to her afterwards. We learned she trains six and a half hours every day of the year! Is it any wonder she has broken every record, from 100 to 3,000 meters since 1966?

At Cologne she won three gold medals in 400-, 800- and 1,500-meter runs. In all five Games she has reaped a total of 11 gold medals. She also won three silver and three bronze medals.

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HE DID WIN A MEDAL WITH BROKEN HAND—  
Joey Manning, 6-6, 210-pound AAAD Deaf Athlete of the Year 1979 from Bartow, Florida, was one of five U.S. tracksters who were injured and unable to compete in the World Games. Manning, who was the favorite to win a medal in the decathlon, broke his hand when he dropped the 16-pound iron ball on it during training in Morganton. Even though his hand was not healed completely when he was in Cologne, Manning decided to try his individual javelin event, and much to our surprise, he hurled the spear 219 feet 6 inches for a silver medal. The four other injured athletes long jumper Ed Bieniak of Buffalo, N.Y., and hurdler Theresa Niccum of Indianapolis, Ind., were out

with knee injuries; Donald Scott (Columbia, S.C.) missed the 110-meter hurdles after a knee injury suffered prior to the Morganton training camp, and Sharyl Mapp (Berlin, Md.) had a sprained tendon in her foot and was unable to compete in the 1,600-meter relay.

She started as a sprinter in 1965, but converted as a distance runner in 1966.

The name Nina Ivanova of Russia, who came back for her fifth consecutive Games, must go down in history as one of the greatest in the annals of female track. Now 34 years old, she won her 12th gold medal when she won the 100-meter hurdles in 15.08. The total of 12 is a record for most gold won in the World Games.

Few among the crowd who cheered his amazing triumph at Cologne would have known why it was the most glorious day of Willard Moers' life. Power was written all over him. He did push-ups with both arms. He lifted weights. He did chin-ups. He did everything in his power to build up the strength of that winning arm.

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Now, July 28, 1981, in Cologne, he was ready for his greatest achievement of his life. As he stepped into the seven foot circle, a few of the crowd was watching. He was thinking about the world and Games records. An instantaneous roar rose from the vast stadium as fans watched Moers heave the hammer 51.34 meters (168 ft. 5 in.) for a new Games record. A smile lit up Willard Moers' face as he lifted his hand in triumph. The 22-year-old student at Gallaudet College and son of deaf parents, both Gallaudet grads, from Denver, Colo. knew he had written history with a great win that day.

The Russians came to Cologne with the largest squad ever since they first participated in the Milan Games in 1957 and in full strength as if believing that by winning they might make the World Games their private satellite again. Yet they were outmedaled by 2 to 1 again by the Americans for the third consecutive time. However, they staged their most impressive showing in the women's field events. Three Soviet women, Olga Korkhova, Liubov Krilova and Olga Glodina swept all field events with Korkhova winning the high and long jumps; Krilova, shot put and javelin, and Glodina, javelin. The keenest of the competition was hammered home, however, in the high jump. Three Soviet women and Joyce



**THANKS TO NATE RILEY**—The United States finally won a medal in the long jump when Nate Riley, a high school student at Alabama School for the Deaf, surprised everybody by taking a silver medal in this event. Al Couthen, former American and Gallaudet all-around star and now assistant principal at Kendal Demonstration School for the Deaf, was the first and only American ever to win a gold medal in the long jump when he did it at 22 feet 4 1/2 inches at the 1965 Washington WGD. Riley, however, became the first American and the fourth man in WGD history to have jumped over 7 meters or 23 feet. He missed the gold by just 0.1 meter or 1/4 of an inch, but got a silver medal at 7.02 meters or 23 feet, 1/2 inches. Aleksandr Saevski of Russia was the winner at 7.03 meters or 23 feet 1/4 inches. V. Hannu of Finland is the holder of the world record in this event at 7.25 meters or 23 feet 9 1/2 inches set at Kuortane, Finland in 1971.

Cook, a teenager from Yucaipa, Calif., were tied for first place at 1.64 meters (5 ft. 4 1/2 in.). And when the bar reached 1.67 meters (5 ft. 5 3/4 in.), in a jump off to decide three placings. This would be a new global record for the deaf. Korkhova won it, and Cook was placed third.

The greatest upset of the 14th edition came in the final event of the track and field, when the Soviet women foursome defeated West Germany and the United States in the 4x400-meter relay for a new world record. The Germans (second) and the Americans



**THOMAS BACHTEL** of Columbus, Ohio, (right) splashes through the 3,000-meter steeplechase event for a silver medal in 9:20.53, a new American deaf standard. The No. 119 is Dr. Wilfried Zapfe of East Germany who outraced Bachtel to win this event in 9:16.43 for the third consecutive WGD. Dr. Zapfe is still the holder of the steeplechase record in 9:02.8 set at Leipzig in 1973. Photo by Chuck Liddy.

(third), however, did better the global record of 3:59.0 set by the United States four years ago at Bucharest.

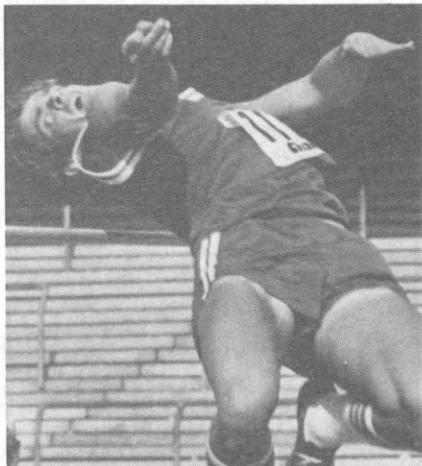
Larry Rogers, 19-year-old Kansas City native, is young, strong and bubbling with athletic talent. He entered the Missouri School for the Deaf at age of 6, and later discovered what he could do with his legs while running in the halls.

This young man is a living legend at MSD. As a football running back, the 6-foot-1, 175-pound Rogers started two years and made the Missouri Class 1A, all-state team his senior year. He started his junior and senior years on the basketball team, too. But it was track that MSD Coach Roger Davis

called "Larry's best." He lettered in the sport beginning in his freshman year, and is a part of seven school records.

All Rogers had to do to qualify for the USA team was be himself. In the trials at Westminster College at Fulton, Mo., he placed fourth in the 100-meter dash, first in the long jump and second in the 200-meter dash. Add the title "No. 1 athlete in Missouri"—as chosen by Hertz Rent-A-Car Co., to Rogers' 1980 accomplishments. He and Davis were flown to New York with 49 other winners for dinner and ceremonies at the New York Athletic Club. Rogers got his picture taken with O.J. Simpson, who awarded the trophies.

For Rogers, who received vocational training in bakery skills at MSD, making the "Deaf Olympic" team and meeting Simpson and also getting "AAAD Athlete of the Year" award climaxed a



**AMERICAN STEVEN WALKER** clears the crossbar at 1.99 meters or 6 feet 6 1/4 inches to win the gold medal in the high jump. A Glendora, Calif., resident, Walker is holder of the South Hills High School (Covina, Calif.) high jump record of the same height as he did at Cologne. After being gone on his Mormon mission for two years and preparing himself for the World Games for the Deaf, Steven is now enrolling at Gallaudet College. Photo by Chuck Liddy.

memorable year. Yet we were worried about him because he had no competition in track all year after graduating from MSD in 1980. And when he participated in the mini tryouts during the training camp at NCSD, he convinced us that he was our man for both sprint events and the long jump. We were happy as he became the sixth man and the second American in history to win a sprint double in the World Games, and he got a bronze medal in the long jump. He won the 100-meter dash in spite of a downpour of rain.

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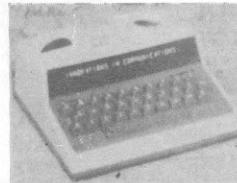
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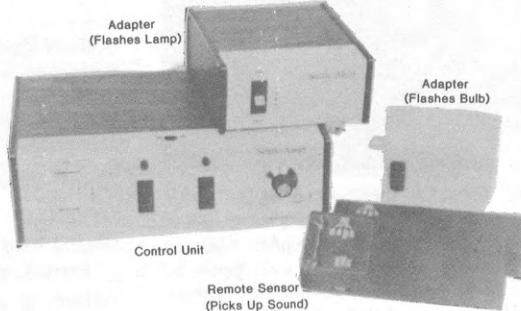
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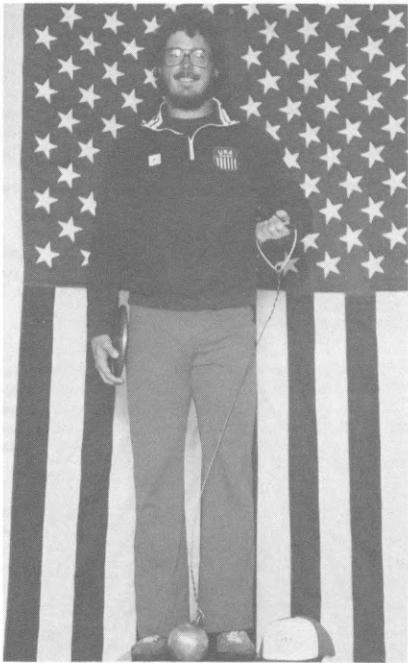
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Other track and field highlights included the 1-2 finish in the high jump by Steven Walker of Glendora, Calif., and Randy Wheeler of Verona, Va. giving the United States a beautiful bonus; also another 1-2 finish in the 110-meter high hurdles by Gwayne Davis, a NTID student and member of RIT track team from Fordyce, Ark., and Steven Rash, a recent NCSD graduate from Durham; Gwayne Davis becoming the first American ever to win both 110- and 400-meter hurdles in one "Deaf Olympics"; the great upset win by Willie Davis of Mineral, Va. over favorite Italian Giuseppe Sciaraffa, thus keeping an American domination of the gold medal in the 400 which dated back to John Smith of Idaho at Brussels in 1953, winning in an unbelievable time of 48.51; Nathaniel Riley of Georgiana, Ala., missing the gold medal in the long jump by just 0.1 meter or 1/4 of an inch, and becoming the only American and fourth man in history of the Games to have jumped over 7 meters or 23 feet; Dr. Wilfried Zapfe of East Germany winning 3,000-meter steeplechase for the third straight games; the United States continuing domination of men's relay events also for the third consecutive time, and the surprise triumph in the 800-meter run unknown Rashit Hussinov of Russia.

There were 23 events for men and 14 events for women in track and field. The American men were shut out in winning medals in only four events, the 800 meters, the 1,500 meters, the

**PROUD AMERICAN**—Willard Moers, son of deaf parents from Denver, Colo., is a very special young man, a hard worker and very dedicated to whatever he is involved in. No doubt he was an asset to the best American team ever in the World Games for the Deaf. Moers was the most improved trackster since the Fulton Tryouts. He became the first American to win a gold medal in the hammer throw at 168 feet 5 inches for a new Games record. He also improved greatly in the discus, and thanks to him the United States made a sweep in this event when he placed third. This 6-1, 200-pound senior at Gallaudet College is striking a patriotic pose in red, white and blue official warmup uniform.

10,000 meters and the mini marathon, and the women did not win a medal in only two events, the 800 meters and the long jump.

The United States, by the way, went home outmedaling the Soviet Union in combined men's and women's track and field for the third straight time, 41 to 30, and the 41 total is a new Games record. And what pleased us most is that the American girls won 13 medals, their biggest total ever in this type of competition. The Russian women had 14 total medals.

Below is medal standings in track and field:

Nation	Gold	Silver	Bronze	Tot.
USA	15	8	18	41
USSR	12	14	4	30
W. Germany	3	4	4	11
France	0	3	4	7
Poland	1	1	4	6
Finland	3	0	0	3
India	0	2	1	3
E. Germany	1	1	0	2
Italy	1	1	0	2
Gt. Britain	0	1	1	2
Sweden	1	0	0	1
Canada	0	1	0	1
Hungary	0	1	0	1
Belgium	0	0	1	1
Norway	0	0	1	1
Totals	37	37	38	112

WORLD RECORDS BROKEN: 9 (4 by USA, 3 by Russia, 1 by Finland, 1 by Poland)

GAMES RECORDS BROKEN: 5 (3 by USA, 1 by West Germany, 1 by Finland)

AMERICAN RECORDS BROKEN: 5 (2 in women's track and 3 in men's track)

## WOMEN'S TRACK AND FIELD

### 100-Meter Dash (Finals)

- 1) Sherrie Jackson (USA), 12.14 (NEW WORLD RECORD); 2) Christa Siegberg (West Germany), 12.40; 3) Sylvie Rochette (France), 12.61; 4) Aleksandra Zharova (Russia), 12.66; 5) Luidmila Pribilskaya (Russia), 12.77; 6) Roberta Downing (USA), 12.85; 7) Claudia Hugel (West Germany), 13.11; 8) Nina Ivanova (Russia), 13.21.

(Lisa Pearson of USA did make the semifinals, but failed to qualify for the finals when she did 13.00.)

### 200-Meter Dash (Finals)

- 1) Sherrie Jackson (USA), 24.92 (NEW WORLD RECORD); 2) Christa Siegberg (West Germany), 25.66; 3) Roberta Downing (USA), 25.91; 4) Małgorzata Lyskowska (Poland), 26.14; 5) Luidmila Pribilskaya (Russia), 26.15; 6) Claudia Hugel (West Germany), 26.28.

(Both Aleksandra Zharova of Russia and Valeria Nagy of Hungary qualified for the finals, but scratched. And Nancy Jordan of USA did make the semifinals, but was eliminated for the finals in 26.63.)

### 400-Meter Dash (Finals)

- 1) Rita Windbrake (West Germany), 57.15; 2) Halida Zawadzka (Poland), 58.28; 3) Nancy Jordan (USA), 59.07; 4) Ruta Narkavitchute (Russia), 59.11; 5) Lorey Smith (USA), 59.94; 6) Helga Mattes (West Germany), 60.15; 7) Birgit Fritsch (West Germany), 61.21; 8) Grazyna Gyrkanowicz (Poland), 62.78.

(Sandra Phillips of USA ran 61.59 in the semifinals but failed to qualify for the finals.)

### 800-Meter Run (Finals)

- 1) Rita Windbrake (West Germany), 2:10.50; 2) Raisa Shelkovskaya (Russia), 2:12.31; 3) Halina Zawadzka (Poland), 2:14.43; 4) Marina Botagova (Russia), 2:15.04; 5) Ruta Narkavitchute (Russia), 2:15.67; 6) Betsy Bachtel (USA), 2:20.07; 7) Mary Ann Edwards (USA), 2:27.24; 8) Birgit Ludwig (West Germany), 2:32.23.

(Rhonda Abbott of USA was eliminated for the finals when she did 2:31.47 in the semifinals.)

### 1,500-Meter Run (Finals)

- 1) Rita Windbrake (West Germany), 4:31.23 (NEW GAMES RECORD); 2) Raisa Shelkovskaya (Russia), 4:32.73; 3) Betsy Bachtel (USA), 4:34.48 (NEW AMERICAN RECORD); 4) Elizabeth Weber (USA), 4:44.46; 5) Marina Botagova (Russia), 4:52.09; 6) Birgit Ludwig (West Germany), 5:00.15; 7) Mary Ann Edwards (USA), 5:06.64.

(Halina Zawadzka of Poland and Grazyna Cyrkanowicz of Poland scratched.)

### 100-Meter Hurdles (Finals)

- 1) Nina Ivanova (Russia), 15.08; 2) Jennifer Body (USA), 15.29; 3) Sylvie Rochette (France), 15.62; 4) Donna Fine (USA), 17.86; 5) Wanda Esquivel (USA), 17.89; 6) Anna Czaja (Poland), 18.32; 7) Ewa Greda (Poland), 19.56. (Liubov Natanskaya of Russia scratched.)

### High Jump (Finals)

- 1) Olga Korkhova (Russia), 1.64m (5 ft. 4 1/2 in.); 2) Nadezhda

### Long Jump (Finals)

- 1) Olga Korkhova (Russia), 5.61m (18ft.5in.); 2) Valeria Nagy (Hungary), 5.40m; 3) Birgit Fritsch (West Germany), 5.27m; 4) Nina Ivanova (Russia), 5.20m; 5) Jeannette Ludom (France), 5.20m; 6) Sandy Veach (USA), 5.13m (16ft.10in.); 7) Atsuko Yoshida (Japan), 4.98m; 8) Marianne Lamotte (Belgium), 4.84m. (Joyce Houghton of USA was tenth at 4.83m (15ft.10 1/4in.), while Mary Ann Edwards of USA was twelfth at 4.59m (15ft.7 1/4in.).

### Shot Put (Finals)

- 1) Liubov Krilova (Russia), 14.22m (46ft.7 1/4in.); 2) Olga Glodina (Russia), 11.5m (38ft. 2 3/4in.); 3) Bonnie Bodnar (USA), 10.75m (35ft. 3 1/4in.); 4) Alesia Greene (USA), 10.70m (35ft. 1 1/4in.); 5) Inge Siegel (East Germany), 10.15m; 6) Sieglinda Dietrich (West Germany), 9.87m; 7) Arlene Brenner (Canada), 8.84m.

- 1) Olga Glodina (Russia), 43.58m (143 ft.); 2) Liubov Krilova (Russia), 42.88m (140ft. 8 in.); 3) Bonnie Bodnar (USA), 38.34m (125ft. 9 1/4in.); 4) Inge Siegel (East Germany), 36.14m; 5) Arlene Brenner (Canada), 31.84m; 6) Sieglinda Dietrich (West Germany), 29.98m; 7) Jane Herrmann (USA), 29.98m (98ft. 4 1/4in.); 8) Yamilie Esteves (Venezuela), 29.34. (Alesia Greene of USA scratched.)

### Javelin (Finals)

- 1) Liubov Krilova (Russia), 48.34m (158ft.7in.) (New World Record); 2) Corinne Betrand (France), 43.10m (141ft. 5in.); 3) Karen Tellinghuisen (USA), 39.38m (129ft. 2in.); 4) Pat Gibson (Canada), 37.78m; 5) Stacia Barron (USA), 37.08 (121ft. 8in.); 6) Lidia Kanja (Poland), 35.04m; 7) Arienne Brenner (Canada), 34.00m; 8) Jane Herrmann (USA), 33.50m (109ft. 11in.).

### Pentathlon

- 1) Olga Korkhova (Russia), 3,428 points; 2) Elena Kladieva (Russia), 3,140 points; Joyce Houghton (USA), 2,918 points; Christine Ross (USA), 2,599 points.

### 4x100 Meter Relay

- 1) USA (Sherrie Jackson, Jennifer Body, Roberta Downing, and Nancy Jordan), 48.70, NEW WORLD RECORD; 2) West Germany, 49.19; 3) France, 49.34; 4) Russia, 49.51; 5) Poland 51.33.

### 4x400 Meter Relay

- 1) Russia (Aleksandra Zharova, Ruta Narkavitchute, Marina Botagova, and Nina Shelkovskaya), 3:52.36, NEW WORLD RECORD; 2) West Germany, 3:52.44, (also bettered old world record); 3) USA (Nancy Jordan, Lorey Smith, Sandra Phillips and Della Stephens), 3:53.51 (NEW WORLD RECORD, ALSO BETTERED OLD RECORD); 4) Poland, 4:27.23

# MEN'S TRACK AND FIELD

## 100-Meter Dash (Finals)

1) Larry Rogers (USA), 11.08; 2) Aslan Shvezdzen (Russia), 11.08; 3) Gary Namba (USA), 11.18; 4) Kevin Walton (Great Britain), 11.26; 5) David Robinson (Great Britain), 11.35; 6) Valeri Sazhnev (Russia), 11.43; 7) Zbigniew (Poland), 11.49; 8) John Oliver (USA), 11.71.

(Rogers did 10.7 in the prelims and 10.8 in the semifinals.)

## 200-Meter Dash (Finals)

1) Larry Rogers (USA), 22.18; 2) David Robinson (Great Britain), 22.43; 3) Gary Namba (USA), 22.50; 4) Wolfgang Kossler (East Germany), 22.66; 5) Robert Cline, Jr. (USA), 22.67; 6) Kevin Walton (Great Britain), 22.95; 7) Giuseppe Sciaraffa (Italy), 22.87; 8) Marc Brucher (West Germany), 23.36.

## 400-Meter Dash (Finals)

1) Willie Cooley (USA), 48.51; 2) Giuseppe Sciaraffa (Italy), 48.98; 3) TIE, Earl Davis (USA) and David Robinson (Great Britain), 49.26; 5) Jürgen Schuster (West Germany), 49.75; 6) Marc Brucher (West Germany), 50.27; 7) Eric Pelletier (France), 50.45; 8) Aleksandr Zheludkov (Russia), 50.76.

(Dennis Simpson of USA placed seventh in the semifinals in 52.03 and was eliminated for the finals.)

## 800-Meter Run (Finals)

1) Rashit Husainov (Russia), 1:54.88; 2) Eric Pelletier (France), 1:55.09; 3) Jürgen Schuster (West Germany), 1:55.35; 4) Bernd Pohl (East Germany), 1:55.56; 5) Paul Landry (Canada), 1:55.72; 6) Vassili Chekin (Russia), 1:56.18; 7) Janusz Kuczenski (Poland), 1:57.62; 8) Donald Johnston, Jr. (USA), 1:58.57.

(Michael White placed seventh in his semifinal heat in 2:01.16 and failed to qualify for the finals, while Timothy Elstad only did 2:04.17 in his semifinal heat and was eliminated for the finals.)

## 1,500-Meter Run (Finals)

1) Timo Karvonen (Finland), 3:56.06; 2) Paul Landry (Canada), 3:56.70; 3) Rashit Husainov (Russia), 3:58.74; 4) Stephen McCalley (USA), 3:59.58; 5) Guy Chapot (France), 3:59.94; 6) Vassili Chekin (Russia), 4:00.66; 7) Markku Leppanen (Finland), 4:01.11; 8) Janusz Kuczenski (Poland) 4:03.36.

(Michael White and Donald Johnston, Jr., were 11th and 12th in 4:13.44 and 4:19.10 respectively.)

## 5,000-Meter Run (Finals)

1) Timo Karvonen (Finland), 14:40.48 (NEW GAMES RECORD); 2) Stephen McCalley (USA), 14:45.68; 3) Guy Chapot (France), 14:47.70; 4) Piotr Murzin (Russia), 14:55.85; 5) Dr. Wilfried Zapfe (East Germany), 15:06.07; 6) Jean-Marie Rebray (Belgium), 15:08.88; 7) Owen Logue III (USA), 15:09.40; 8) Stepan Bilusak (Russia), 15:18.60.

(Gregory Warren of USA was ninth in 15:39.94. There were 15 top competitors in this event.)

## 10,000-Meter Run (Finals)

1) Timo Karvonen (Finland), 30:24.87 (WORLD RECORD); 2) Piotr Murzin (Russia), 30:52.61; 3) Satish Kumar (India), 30:55.57; 4) Jerzy Smistek (Poland), 31:14.71; 5) Stephen McCalley (USA), 31:28.91; 6) Owen Logue III (USA), 31:36.16; 7) Gregory Warren (USA), 32:03.22; 8) Stepan Bilusick (Russia), 32:32.94.

## 25 Kilometer Run (Finals) on Road

1) Piotr Murzin (Russia), 1:21:54.0; 2) Satis Kumar (India), 1:22:07.0; 3) Jerzy Smistek (Poland), 1:22:20.0; 4) Robert Proctor (USA), 1:22:32.0 (NEW AMERICAN RECORD); 5) Thomas Bachtel (USA), 1:22:45.0; 6) Owen Logue III (USA), 1:24:40.0 (also bettered American Record); 7) Gregory Warren (USA), 1:28:20.0; 8) Joseph Geysen (Belgium), 1:28:48.0.

(Gregory Frink of USA placed ninth in 1:29:11.0. There were 21 top runners taking part in this race.)

## 20 Kilometer Walk

1) Angelo Congiusta (Italy), 1:40:50.0; 2) C.J. Johny (India), 1:44:14.0.

(Only two competed in the event. Two other walkers from Romania and Poland did not come to Cologne to participate in this race.)

## 110-Meter High Hurdles (Finals)

1) Gwayne Davis (USA), 15.34; 2) Steven Rash (USA), 15.65; 3) Mikhail Alessin (Russia), 15.91; 4) Norman Steinbach (East Germany), 16.22.

Germany), 16.22; 5) Ronald Chisolm (USA), 16.52; 6) Yuri Svidunovitch (Russia), 16.84.

(Anders Hilding of Sweden Scratched)

## 400-Meter Intermediate Hurdles (Finals)

1) Gwayne Davis (USA), 55.66; 2) Yuri Svidunovitch (Russia), 56.31; 3) Michael Peterson (USA), 57.12; 4) Adam Wozniak (Poland), 57.60; 5) Manuel Lopez (USA), 58.13; 6) Stanislav Zelmanovski (Russia), 58.90; 7) Aleksandr Zheludkov (Russia), 59.97; 8) Holger Schuster (West Germany), 61.47.

(Gwayne Davis ran 54.11 in the semifinals for a NEW AMERICAN DEAF RECORD.)

## 3,000-Meter Steeplechase (Finals)

1) Dr. Wilfried Zapfe (East Germany), 9:16.43; 2) Thomas Bachtel (USA), 9:20.53 (NEW AMERICAN RECORD); 3) Stepan Bilusak (Russia), 9:41.46; 4) Robert Proctor (USA), 9:43.94; 5) Gregory Frink (USA), 9:52.86.

(Jean-Marie Rebray of Belgium scratched)

## High Jump (Finals)

1) Steven Walker (USA), 1.99m (6ft. 6 1/4in.); 2) Randall Wheeler (USA), 1.93m (6ft. 4in.); 3) TIE, Evgeni Vassiliev (Russia) and Karel Clouerius (Belgium), 1.90m; 5) Darrell Coyle (USA), 1.90m (6ft. 2 1/4in.); 6) Aleksandr Prilutski (Russia), 1.85m; 7) Jean-Pascal Zanin (France), 1.85m; 8) TIE, Jean-Luis Calas (France) and Adrezej Cygler (Poland), 1.85m.

## Long Jump (Finals)

1) Aleksandr Saevski (Russia), 7.03m (23 ft. 3 1/4in.); 2) Nathaniel Riley (USA), 7.02m (23ft. 1 1/4in.); 3) Larry Rogers (USA), 6.87m (22ft. 6 1/4in.); 4) Takahisa Yaegashi (Japan), 6.6m; 5) Lynn Foley (USA), 6.44m (21ft. 1 1/4in.); 6) Lothar Wolnicz (East Germany), 6.43m; 7) Mikhail Alessin (Russia), 6.43m; 8) Tapio Laine (Finland), 6.38m.

## Triple Jump (Finals)

1) Aleksandr Belinski (Russia), 14.79m (48ft. 6 1/4in.); 2) Norman Steinbach (East Germany), 13.80m (45ft. 3 1/4in.); 3) Robert Milton (USA), 13.62 (44ft. 8 1/4in.); 4) Aleksandr Saevski (Russia), 13.52m; 5) Andrej Cygler (Poland), 13.30m; 6) Nathaniel Riler (USA), 12.68m (41ft. 7 1/4in.).

## Pole Vault (Finals)

1) Miroslaw Bednarek (Poland), 4.70m (15ft. 5in.) NEW WORLD RECORD; 2) Valdimir Kreidunov (Russia), 4.70m (NEW WORLD RECORD); 3) Rick Legner (USA), 4.10m (13ft. 5 1/4in.); 4) Curtis Blankenburg (USA), 4.00m (13ft. 1 1/4in.); 5) Steffen Rosewig (West Germany), 3.90m; 6) Michael Chaumard (France), 3.70m; 7) Phillippe Zanin (France), 3.40m.

(Joseph Micheline (USA) and Mikhail Alessin (Russia) failed to go over 11 feet, 2in. (3.40m).)

## Shot Put (Finals)

1) Bo-Goran Henriksson (Sweden), 15.15m (49ft. 8 1/4in.); 2) Valentin Egorov (Russia), 15.06m (49ft. 2 1/4in.); 3) David Niemuth (USA), 14.03m (46ft. 2 1/4in.); 4) Mark Myers (USA), 14.02 (46ft.); 5) Wayland Moon (USA), 13.29m (43ft. 7 1/4in.); 6) Tor Hammeborg (Norway), 12.50m; 7) Matti Pirttila (Finland), 11.96m; 8) Wayne Wilson (Canada), 11.92m.

## Discus (Finals)

1) David Niemuth (USA), 48.40m (158ft. 9 1/4in.), New Games Record; 2) Jeff Holcomb (USA), 44.62m (146ft. 5in.); 3) Willard Moers (USA), 44.34m (145ft. 5in.); 4) Valentin Egorov (Russia), 42.82m; 5) Viktor Zaugolnov (Russia), 41.84; 6) Bo-Goran Henriksson (Sweden), 41.42m; 7) Matti Pirttila (Finland), 40.98m; 8) Tor Hammerborg (Norway), 38.94m.

## Javelin (Finals)

1) Jack Swofford (USA), 67.12m (220ft. 2 1/4in.), NEW GAMES RECORD; 2) Jeremiah Manning (USA), 66.90m (219ft. 6in.); 3) Tore Solem (Norway), 64.30m (210ft. 1 1/4in.); 4) Robert Smith (USA), 63.40m (208ft.); 5) Jacques Jacquel (France), 60.68m; 6) John Solem (Norway), 59.70m; 7) Werner Wennerstroem (Norway), 59.04m; 8) Viktor Zaugolnov (Russia), 57.36m.

## Hammer Throw (Finals)

1) Williard Moers (USA), 51.34m (168ft. 5in.) NEW GAMES RECORD; 2) Michel Guillot (France), 49.64m (162ft. 10in.); 3) Marek Zamojski (Poland), 43.98m; 4) Jeffrey Holcomb (USA), 39.80m (130 ft. 7in.); 5) Thomas Withrow, Jr. (USA), 38.32m (125ft. 9in.); 6) Christopher O'Connell (Great Britain), 25.30m.

## Decathlon

1) Terrance Dixon (SA), 6,500 points (NEW WORLD RECORD); 2) Mikhail Alessin (Russia), 6,452 points; 3) Steffen Rosewig (West Germany), 5,728 points; 4) Ireneusz Wuczynski (Poland), 5,550 points; 5) Kevin Pfeiffer (USA), 5,448 points; 6) Anders Hilding (Sweden), 4,602 points; 7) Miroslaw Bednarek (Poland), 1,994 points.

(Alexandr Potopalski of Russia was third with 6,166 points, but he was disqualified because he failed on doping test.)

## 4x100 Meter Relay

1) USA (Gary Namba, John Oliver, Robert Cline, Jr., and Larry Rogers), 41.88; 2) Russia, 42.48; 3) Poland, 43.53; 4) West Germany, 44.12; 5) Venezuela, 45.68; 6) Great Britain, 46.39.

## 4x100 Meter Relay

1) USA (Gary Namba, Earl Davis, Dwayne Davis, and Willie Cooley), 3:17.94; 2) Russia, 3:20.87; 3) West Germany, 3:21.68; 4) Poland, 3:22.01; 5) Finland, 3:37.81; 6) Switzerland, 3:39.16.

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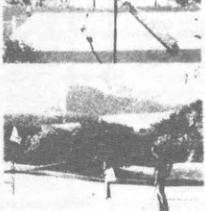


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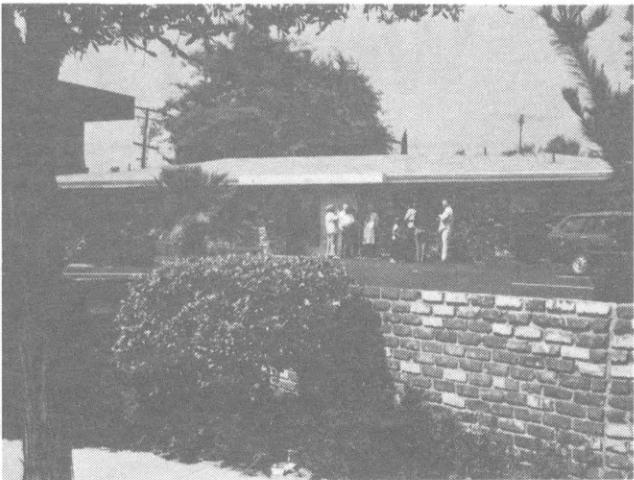
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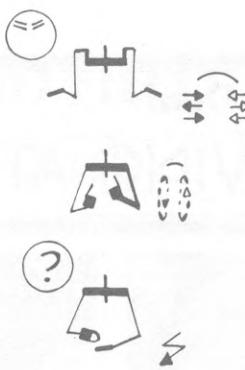
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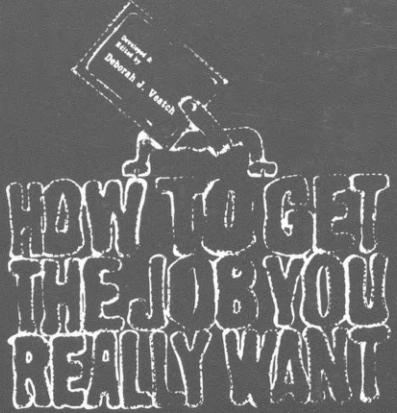
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